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ABSTRACT

This document is a guidebook containing a sequence of learning strategies to teach facts and concepts of voter education. Strategies are grouped into four grade divisions: primary (K-3), intermediate (4-6), secondary (7-9), and high school (10-12). Each grade section is organized into the following order: introduction, strategy, major idea, learning objectives, teaching strategies, evaluation, teaching aids, vocabulary, lesson critique, and summary. A concluding section contains a bibliography, materials available from the State Board of Elections, a resource list, maps of congressional, senatorial, and Virginia house of delegates districts along with their locations, and a guide to voting in Virginia. (DB)

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Commonwealth of Virginia
State Board of Elections
and
Department of Education

Voter Education Program

A guidebook of teaching strategies and resources
to supplement **Social Studies Standards of Learning**

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This program was developed by teachers with the intention of assisting fellow teachers by providing supplements and resources for teaching the Social Studies Standards of Learning.

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OUTLINE OF THE PROGRAM ELEMENTS

FROM STRATEGIES TO LESSON PLANS

This program contains a sequence of learning strategies to teach facts and concepts of **voter education.** We encourage you to use the strategies to incorporate ideas, suggested sequences and recommended **Standards of Learning** objectives in a number of individual lesson plans used throughout the year. The strategies will help you with your preliminary planning. Your individual lesson plans will direct the more specific course of each lesson.

We have named the program elements to match their complimentary parts in your lesson plan. Although these parts correspond and have similar overall functions, they are not identical.

INTRODUCTION

The **introduction** to each grade level provides an overview of the stages of student development and the learning progression used in the strategies suggested for that grade level.

The stages of development are approximate for a given grade level and are considered guideposts in this sequence of instruction. They are not to be taken as "norms," nor do they predict the speed at which these stages are reached by individual students.

We hope that you will use the introduction as you assess the learning level of your students and that you will select strategies within the program that are appropriate to building your students' success at meeting the **Standards of Learning** for the grade you are teaching.

STRATEGY

The strategies included in each grade section are titled for easy identification and referencing in the Table of Contents. The title of each **strategy** indicates the major focus of corresponding objectives.

Strategies are grouped into four grade divisions: primary (K–3), intermediate (4–6), secondary (7–9) and high school (10–12).

Supplemental materials for each grade division include voter education strategies and worksheets that can be used in any one of the grades within that division. They are divided by grade divisions: Supplements—Primary (SP), Supplements—Intermediate (SI), Supplements—Secondary (SS) and Supplements—High School (SHS).

MAJOR IDEA

The **major idea** is simply a statement of the major focus and its corresponding strategy.

LEARNING OBJECTIVES

There are **two** categories of **learning objectives** (LO) used in the program: (1) objectives that are used to suggest and develop subskills needed to prepare students for the Standards of Learning objectives; and (2) the **Standards of Learning Objectives for Social Studies** (SOL).

Throughout the entire program, the sequence of learning objectives emerges from fact to principle. In this way, the program provides a **model for sequenced instruction.** Please pay close attention to whether or not the strategy you select includes the **appropriate sequencing of objectives for your students at their skill levels.**

TEACHING STRATEGIES

Teaching strategies are designed to correspond with the learning objectives. Steps which develop the subskills needed to prepare students for the **Social Studies Standards of Learning** objectives are interrelated: (1) begin with a simple learning experience, a single event; (2) introduce concrete elements, models and simulations; (3) structure a sequence of learning experiences and establish its relationship with the content of the lesson and with other applications; and (4) involve students in explaining information and predicting outcomes. The strategies are intended to help you **provide learning conditions for voter education to your students.** The objective is to motivate students to actively participate in class.

EVALUATION

Student success is the underlying goal of education, and evaluation is an integral part of the planning and instructing process. As you begin to evaluate your students, you may find it necessary to alter your original lesson plans.

TEACHING AIDS

This is a checklist of handouts, equipment, books, worksheets and anything else that must be supplied or ordered in advance for use during a lesson or series of lessons. Resources used by the creating teachers are listed for your convenience.

Worksheets listed in this section accompany the strategies to which they belong.

VOCABULARY

The lists of **vocabulary** words are selected for their applicability to the voter education program. They are not necessarily intended to be used as testing instruments. Instead, the lists are comprised of words which may be used during voter education lessons throughout the year.

LESSON CRITIQUE

A **lesson critique** provides you with an opportunity to reflect on what has just happened in the classroom. It is a time to assess a lesson's level of success: its parts, its major participants, your role, the objectives that were met and the development of your students.

SUMMARY

One lesson alone will not take students through the learning experiences necessary to meet content and objective goals of this voter education program at any grade level. It is by a number of sequenced learning encounters over a period of time that your class will achieve the learning objectives established in the **Standards of Learning Objectives for Social Studies.** Voter education builds toward an understanding of the principles of responsible citizenship. This takes time. Consider your lesson as part of a big picture. If your students do not meet your expectations, change the objectives of your next lesson and move at your students' pace in the direction of the more complex, long-range objectives.

SCOPE AND SEQUENCE CHART
K-12

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CHART OF SCOPE AND SEQUENCE FOR SOCIAL STUDIES STANDARDS OF LEARNING GRADES K-6 (* INDICATES THAT SUBJECT IS COVERED WITHIN THE T

	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
SELF/INDIVIDUAL	* UNIQUE * HAS PERSONAL FEELINGS HAS BASIC NEEDS	PERSONAL BIOGRAPHY * HAS PLACE IN FAMILY & COMMUNITY	* PERSONAL CHARACTERISTICS MAKE US MEMBERS OF CERTAIN GROUPS * PERSONAL INTERESTS MAY LEAD TO MEMBERSHIP IN SELECT GROUPS	* ROLE OF SIGNIFICA IN THE LIFE O STUDENT * ROLE IN COMMUNITY
GROUP	* RESPONSIBILITIES IN CLASS * FOLLOW & UNDERSTAND RULES FAMILY STRUCTURES	* NEEDS OF FAMILY * ROLES PEOPLE PLAY DIFFERENT LIFESTYLES * NEEDS FOR RULES SURROUNDINGS AFFECT PEOPLE	* MAKE RULES * RULES ARE TO PROTECT LIKENESSES & DIFFERENCES OF PEOPLE DEPEND UPON EACH OTHER'S SERVICES DIFFERENT WAYS PEOPLE COMMUNICATE	COMPARE SURROUNDI COMMUNITIES WAYS PEOPLE ADAPT * INTERDEPENDENCE O DIFFERENT CUSTOMS
WAYS TO INFLUENCE DECISIONS	* FOLLOW RULES * SPEAK UP IN TURN * VOTE	* FOLLOW RULES * SPEAK UP IN TURN * VOTE	* FOLLOW RULES * SPEAK UP IN TURN * VOTE * RESEARCH * COMMUNICATE PERSUASIVELY	* COURTESY * FOLLOW INSTRUCTIC * HELP FIND SOLUTIO * GATHER INFORMATIC * VOTE
ISSUES THAT AFFECT OUR LIVES	* RULES * FAMILY * JOBS * RESPONSIBILITIES BASIC NEEDS	NEEDS * RULES & ROLES * DIFFERENCES AMONG PEOPLE SURROUNDINGS FAIR EXCHANGE	* PROTECTION * LIKENESSES & DIFFERENCES * DEPENDENCE * COMMUNICATIONS	CUSTOMS & HABITS * INTERDEPENDENCE WAYS TO ADAPT
VOTE	* FOR CHOICE OF SNACK * FOR CHOICE OF STORY	* TO SELECT RULES FOR THE CIRCLE GROUP	* FOR CHOICE OF RULES * FOR CHOICE OF ASSIGNMENT	* FOR CHOICE OF VIS
SPECIAL INFORMATION	* GRAPHS DIRECTION CHARTS	* NATIONAL SYMBOLS CALENDAR, MAPS & GLOBES MONEY	* CHARTS, MAPS, US & VIRGINIA * LOCATION NAMES & LANDMARKS NATURAL RESOURCES TRANSPORTATION NATIONAL SYMBOLS	PATRIOTIC SYMBOLS ENVIRONMENTAL FEA SIMPLE MAPS & GLO * US & VIRGINIA MAP

CHART OF SCOPE AND SEQUENCE FOR SOCIAL STUDIES STANDARDS OF LEARNING GRADES 7-12 (* INDICATES THAT SUBJECT IS COVERED WITHIN THE TEXT

	GRADE SEVEN	GRADE EIGHT	GRADE NINE
SELF/INDIVIDUAL	* RIGHTS & RESPONSIBILITIES * PARTICIPATION AS A MEMBER OF A GROUP * INTERDEPENDENT ON OTHER INDIVIDUALS INFLUENCE OF PERSONALITY	* RIGHTS & RESPONSIBILITIES INDIVIDUAL CONSUMER RIGHTS * EFFECTIVE PARTICIPANT IN A GROUP	* RESPECT DIFFERING POI * SELF RESPONSIBILITY UNIQUENESS * CHARACTERISTICS OF A TECHNICAL LEVEL AFFEC OF RESOURCES & AD
GROUP	VALUES & IDEALS IN DOCUMENTS THREE LEVELS OF GOVERNMENT RIGHTS & RESPONSIBILITIES INTERDEPENDENCE * EFFECTIVE DECISION-MAKING REASONS FOR SECTIONALISM	* AMERICAN SYSTEMS: LEGAL, POLITICAL & ECONOMIC PUBLIC & PRIVATE CONSUMER AGENCIES STRUCTURE OF LOCAL, STATE & FED GOVT OTHER ECONOMIC & POLITICAL SYSTEMS	WORLD CULTURES, BELIE VALUES, TRADITION ADAPTATIONS TO ENVIRO * HUMAN ACTIVITY AS CAU * COOPERATION
WAYS TO INFLUENCE DECISIONS	* REFERENCE SOURCES * MASS MEDIA	* DISTINGUISH BETWEEN FACT & OPINION * IDENTIFY CAUSE & EFFECT * MAKE CONCLUSIONS KNOWN * VARY RESOURCES IN RESEARCH	* COMMUNICATE OPINION I FORM * USE THINKING SKILLS T PROBLEM & FIND SO
ISSUES THAT AFFECT OUR LIVES	* POLITICAL ISSUES * LABELING & POLITICAL RHETORIC * BIAS IN REFERENCES & MEDIA * FACT VS OPINION	* INDIVIDUAL & THE LAW CONSUMER PROTECTION * CAREER OPPORTUNITIES	* "QUALITY OF LIFE" RACE, LANGUAGE, RELI CHANGES BY NATURAL F * CHANGES BY HUMAN ACT
VOTE	* PARTICIPATE IN REFERENDUM	* DRAFT & VOTE ON BILL OF RIGHTS * PARTICIPATE IN REPRESENTATIVE	* CHOOSE HOW MATERIAL DISTRIBUTED
SPECIAL INFORMATION	US & VA HISTORY 1850-PRESENT GRAPHIC INFORMATION	* POLITICAL CARTOONS GRAPHS, MAPS, DIAGRAMS * CITIZENSHIP STUDIES	WORLD REGIONS COMPAR CHARTS & GRAPHS MAP & GLOBE SKILLS

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THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
F SIGNIFICANT OTHER THE LIFE OF THE UDENT N COMMUNITY	* REASONS FOR COMING TO VIRGINIA * OUTSTANDING CONTRIBUTIONS RIGHTS OF COLONISTS REVOLUTIONARY LEADERS * ROLE IN SHAPING GOVERNMENT ADJUSTMENTS IN NEW ENVIRONMENT	IMMIGRANTS * KEY INDIVIDUALS 1607-1850 INVENTORS * RIGHT TO VOTE * ROLE IN DEVELOPMENT OF LAWS INDUSTRY OF INDIVIDUALS	* CONTRIBUTOR OF SOLUTIONS TO PROBLEMS * PARTICIPANT IN A DEMOCRACY
E SURROUNDING MMUNITIES EOPLE ADAPT TO CHANGE EPENDENCE OF PEOPLE ENT CUSTOMS & HABITS	* REASONS FOR SETTLING IN VIRGINIA CULTURAL GROUPS & VIRGINIA'S HERITAGE CUSTOMS & LIFESTYLES IN EARLY VIRGINIA CULTURE & CONTRIBUTIONS OF INDIANS * ESTABLISHED VIRGINIA GOVERNMENT 1600's * COMMON GOALS EVENTS THAT LEAD TO CURRENT GOVT DECISIONS INFLUENCED BY FOREIGN FACTORS	REASONS FOR MOVING WEST CAUSES OF WAR * REASONS FOR OUR DOCUMENTS COMMON IDEALS * ROLES OF THREE BRANCHES OF GOVT AFFECTED BY ENVIRONMENT & TECHNOLOGY * NEED FOR LAWS TO PROTECT PROPERTY & RIGHTS * EVENTS THAT LEAD TO CURRENT LAWS DECISIONS INFLUENCED BY HOME FACTORS IMMIGRANT SETTLEMENTS	CULTURAL GROUPS IN WORLD HISTORY AFFECTED BY CULTURE & ENVIRONMENT GROUP DECISIONS CAUSED MAJOR CHANGE CULTURES ARE INTERDEPENDENT * COMMON IDEALS/FORMATION OF TYPES OF GOVT * MAJORITY VOTE AFFECTS HISTORY SOCIAL AWARENESS: FRATERNITY/SORORITY & GREEK TRADITION/CULTURE
SY INSTRUCTIONS IND SOLUTIONS TO PROBLEMS INFORMATION FOR REPORTS	* VOTE, *MEET TO SOLVE PROBLEMS, *FIGHT FOR RIGHTS, *FLEE FOR FREEDOM, *LEARN FROM OTHERS, *RESEARCH, *REPORT, *WRITE LETTERS	* WRITE LAWS, *ESTABLISH RULES, *VOTE, * PERSUADE, *NEGOTIATE, *SPEAK UP, *MOVE, * REPRESENTATION, *WRITE LETTERS, *REPORT, * RESEARCH	* DEMOCRATIC SYSTEM INFLUENCES INDIVIDUALS * ELECTIONS AFFECT WORLD COMMUNITY * PROBLEM SOLVE AMONG FELLOW GROUP MEMBERS * RESEARCH & REPORT
S & HABITS EPENDENCE O ADAPT	* CUSTOMS & CULTURAL HERITAGE * FREEDOMS, RIGHTS & PRIVILEDGES	* CUSTOMS & CULTURAL HERITAGE * FREEDOMS, RIGHTS & PRIVILEDGES	* EXTENT OF INDIVIDUAL FREEDOM * EXERCISING RIGHTS & PRIVILEDGES
OICE OF VISITOR	* ENACTMENT OF REPRESENTATIVE GOVT * LETTERS TO DELEGATES	* ENACTMENT OF INDIVIDUAL CONCERNS	* CHOICE OF TYPE OF GOVT TO RESEARCH & REPORT
TIC SYMBOLS NMENTAL FEATURES MAPS & GLOBAL FEATURES IRGINIA MAPS	* MAJOR EVENTS 1607-1850 STATE SYMBOLS & MAPS * COMPARISONS TO 1980 VA GOVERNMENT IMPORT/EXPORT/ NATURAL RESOURCES	* CHARTS, GRAPHS, POLITICAL CARTOONS NATIONAL SYMBOLS PRODUCTS & INDUSTRY 1607-1850 MAJOR EVENTS IN US HISTORY US LANDSCAPE	WORLD MAPS EVENTS LEADING TO WORLD ECONOMIC SYSTEM

IN THE TEXT OF THIS PROGRAM)

	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
FFERING POINTS OF VIEW NSIBILITY STICS OF A LEADER LEVEL AFFECTS PERCEPTION OURCES & ABILITIES	CONTRIBUTIONS TO WESTERN CIVILIZATION RIGHTS: PAST & PRESENT PHILOSOPHERS: IDEAS & SIGNIFICANCE * PARTICIPATE IN DEMOCRACY	* INFLUENCE ON US & VIRGINIA HISTORY * INFLUENCE OF PERSONALITIES RIGHT TO VOTE	* RIGHT TO VOTE * PARTICIPATE IN CIVIC ACTIVITIES * UNIQUE * HAS WORTH & DIGNITY
URES, BELIEFS, RELIGIONS, , TRADITIONS & INSTITUTIONS S TO ENVIRONMENT VITY AS CAUSE OF CHANGE	* POLITICAL SYSTEMS: PAST & PRESENT RELIGIONS & MORAL PHILOSOPHERS SOCIETAL CHANGES W/TECHNICAL & SCIENTIFIC DEVELOPMENT PROCESS OF SOCIALIZATION ISSUES IN COMMON INTERDEPENDENCE AMONG NATIONS EVOLUTION OF RELATIONS AMONG NATIONS	RELATIONSHIP OF ECONOMIC CYCLES TO POLITICAL & HISTORICAL EVENTS * DIVERGENT VIEWPOINTS INFLUENCE EVENTS & DECISIONS * RELATIONSHIP BETWEEN VA & US DOCUMENTS * DEMOCRATIC IDEALS * CONSTITUTIONAL & PHILOSOPHICAL IDEALS CONTRIBUTIONS OF ETHNIC GROUPS	INTERDEPENDENT NATIONS RIGHTS OF AMERICAN CITIZENS THREE BRANCHES OF GOVERNMENT IN LOCAL, STATE & FED GOVT SEPARATION OF POWER & CHECKS & BALANCES DIFFERENT ECONOMIC & POLITICAL * POLITICAL PARTIES FACTORS THAT AFFECT DECISION-MAKING
E OPINION IN ORAL/WRITTEN NG SKILLS TO ANTICIPATE M & FIND SOLUTION	* ANALYSIS & INTERPRETATION OF MEDIA * PROJECT FUTURE DEVELOPMENTS & SUGGEST ALTERNATIVES * REPORT POSSIBLE SOLUTIONS TO PROBLEMS * EXPRESS YOUR OPINION	* INTERPRET CAUSE & EFFECT RELATIONSHIPS * DEFINE & IDENTIFY PROBLEMS & SOLUTIONS * RESEARCH & REPORT FACTS THAT SUPPORT YOUR OPINION * USE WRITING & THINKING SKILLS TO INTERPRET FACTS AND MAKE OPINIONS KNOWN	* ANALYZE & EVALUATE CONSEQUENCES & SOLUTIONS LOBBY, TELEPHONE BANK, DIRECT MAIL * EXPRESS OPINION ORALLY OR IN WRITING * INTERPERSONAL SKILLS * MEDIA, PRESSURE GROUPS, WRITE LETTERS * GATHER DATA & REPORT * VOTE
F LIFE AGE, RELIGION, NATIONALITY NATURAL FORCES HUMAN ACTION	* CURRENT EVENTS POPULATION: SUPPLY & DEMAND * CONFLICT RESOLUTION LABOR & RESOURCES	* DEMOCRATIC PRINCIPLES ECONOMIC CYCLES * PHILOSOPHICAL IDEALS IN DOCUMENTS * CONSTITUTIONAL IDEALS IN DOCUMENTS ALTERNATIVE ENERGY/RESOURCES PRODUCTIVITY	* INTERPRETATIONS OF RIGHTS * SEPARATION OF POWERS * CHECKS & BALANCES FREE ENTERPRISE INTERNATIONAL CLIMATE FOREIGN POLICY
MATERIAL WILL BE UTED	* SELECT ASSIGNMENT * ENACT DECISION-MAKING PROCESSES	* PARTICIPATE IN CIVIC ACTIVITIES	* PARTICIPATE IN ELECTIONS
ONS COMPARED APHS SKILLS	HISTORICAL EVENTS IN WESTERN CIV PAST & PRESENT ECONOMIC SYSTEMS GEOGRAPHY OF NATIONS POLITICAL CARTOONS, CHARTS, GRAPHS	CHRONOLOGY OF HISTORICAL EVENTS GEOGRAPHY OF US & VIRGINIA IMPACT OF WORLD EVENTS ON VIRGINIA CULTURE & HISTORY HIST ROLE OF US & VIRGINIA IN WORLD	DOCUMENTS PRECEDING US & VA CONSTITUTION

Grade: Kindergarten

Introduction

Voter education in the kindergarten classroom is simple, informal and concrete. The element of choice can be broken into components. In the beginning, there is no real concept of choice among kindergartners—just an association between self and a variable.

For example, an association can be made between a student's self and the student's appropriate eye color. A "stand up and be counted" exercise (described in Teaching Strategies, page 3, no. 3) enacts this process. The concept of choice is introduced when students choose between two alternatives. The number of alternatives is increased until, eventually, the level of choice involves not only each student's concept of self, but also individual preferences by which votes are cast and decisions are made. The student then learns that these differences affect the outcome of what the whole class will do. (STRATEGY—**Self and Others**, pages 3–9)

This exercise sequence leads a student to understand that making choices and voting are decision-making processes that affect our lives. The exercise also leads to a selection of rules for social conduct within the classroom. Each student is expected to follow these rules. (STRATEGY—**Rules and Responsibilities**, pages 11–13)

STRATEGY—Self and Others

Major Idea

This strategy acquaints the kindergarten student with the basic idea of choice involving the concept of self and extends choice-making into a group situation. Concentrate on the sequential order of the objectives.

Learning Objectives

As a result of this strategy, the kindergarten student will

1. recognize self as a unique individual with wants and needs;
2. respond to a statement about self;
3. demonstrate an understanding that it is frequently necessary to make choices as an individual and as a member of a group;
4. demonstrate an understanding that everyone cannot always have everything that he/she would like to have within a group at a given time; and
5. demonstrate an understanding that voting is one way to come to a decision in a group situation.

Social Studies Standards of Learning Objectives

K.1 *The student will recognize self as a unique individual.*

The focus will be on naming, locating, and identifying functions of basic body parts (eyes, ears, nose, mouth, arms, hands, fingers, legs, toes, feet, head) and on such information as full name, sex, birthday, physical characteristics (hair color, eye color, etc.) and community name.

K.2 *The student will identify and describe personal feelings.*

The focus will be on feelings of happiness, surprise, sadness, anger, and fear. Students will recognize and show respect for these feelings in others and will be encouraged to associate these feelings with possible causes.

Teaching Strategies

Introduce elements involved in the development of self concept and create an environment for each student to develop a greater awareness of self and others.

1. Demonstrate to each student how to make a thumb print. Display one thumb print by each student to illustrate that everyone's thumb print is different and unique; "I am Thumbody." (LO 1) (SOL K.1)
2. Have each student make an "About Me" book. (LO 1) (SOL K.1)
3. Lead the student through a movement experience to a Hap Palmer record. For example, the song "What Are You Wearing?" (Album, *Getting to Know Myself* by Hap Palmer) instructs the student to stand up when the appropriate clothing is announced on the

record. Explore colors, clothing, actions and feelings as choices in this exercise. (LO 2) (SOL K.1)

4. Make a picture file by collecting and mounting magazine pictures which exemplify different facial expressions. Present these pictures to the students one by one for a discussion on what we think these people are feeling by seeing their facial expressions—feelings of happiness, surprise, sadness, anger, fear and pain. (SOL K.2)

5. Prepare several squares of color and print the name of each color on both sides of the appropriate squares. Have each student choose a favorite color square.

   Lead students in an exercise of making choices. Ask students to show the class their favorite color by standing or sitting according to the directions in the song "Parade of Colors" from *Learning Basic Skills through Music*, Volume I, Hap Palmer.

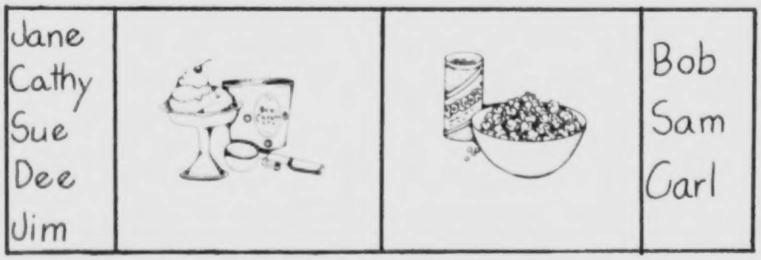
6. Introduce a question and answer session about choices: Have you ever had to make a choice? When? What choice did you make? Why? What other choices could you have made? (SOL K.2)

   Present to students a problem which demonstrates that we are not all alike and that we like some things more than others. For example, the class has its **choice** of *one* snack for the afternoon and the choice is between popcorn and ice cream. Some students want ice cream and others want popcorn. Discuss the possibilities involved in solving this situation.

   Bring up the subject of **voting.** What is voting? Introduce the question "How do we get what we want?" Discuss the similarities and differences between how we solve problems in groups and how we solve them as individuals. (LO 3 and 4)

7. Lead class in an activity which involves voting for one of two choices. Sample activity: ice cream or popcorn for a snack? Setting: a partition is placed between two large picture posters, one of a bowl of ice cream, the other a bowl of popcorn.

   Students are instructed to go to the poster of their choice and place a piece of paper beside it. Each piece of paper represents a student's vote. (Worksheet 1, page 7) (SOL K.1)



   After all students have voted, count the pieces of paper to determine the **majority** vote. To double check the count, create a graph on the chalkboard by making one mark on the board for each corresponding paper **vote.** See Supplemental Material, page 69 for graph exercise. (LO 5)

8. Introduce **paper ballots** to the student's voting exercise. Show students an example of a paper ballot and explain it as a new way for them to vote for their snack. Give a paper ballot to each student. Ask them to color the square next to their choice for an afternoon snack and to put the paper ballot in a **ballot box.** Involve students in counting the **returns** and graphing the votes on the chalkboard. (Worksheet 2, page 9) Also see ballot exercise in Supplemental Materials—Primary, page 93, Activity 2. (LO 5)

9. Propose another situation to the class: the voting process could be used to determine a story for story time. Lead the class in a vote by asking them to raise hands to show which story each wants most for story time.

   Discuss the meaning of **majority.** How does majority affect the outcome of the vote? Does the majority vote change from time to time or do we always select the same story for story time? (LO 5)

Evaluation

No formal evaluation
Informal observations

Teaching Aids/Resources

A Bar Graph: Worksheet 1
A Paper Ballot: Worksheet 2

Learning Basic Skills through Music, Hap Palmer, Educational Activities, Inc., Box 392, Freeport, New York 11520
Getting to Know Myself, Hap Palmer

Ink pad
Paper
Record player
Library books
Chart paper for graphs
Magic markers
Paper ballots
Pictures from magazines
Mounting paper for pictures

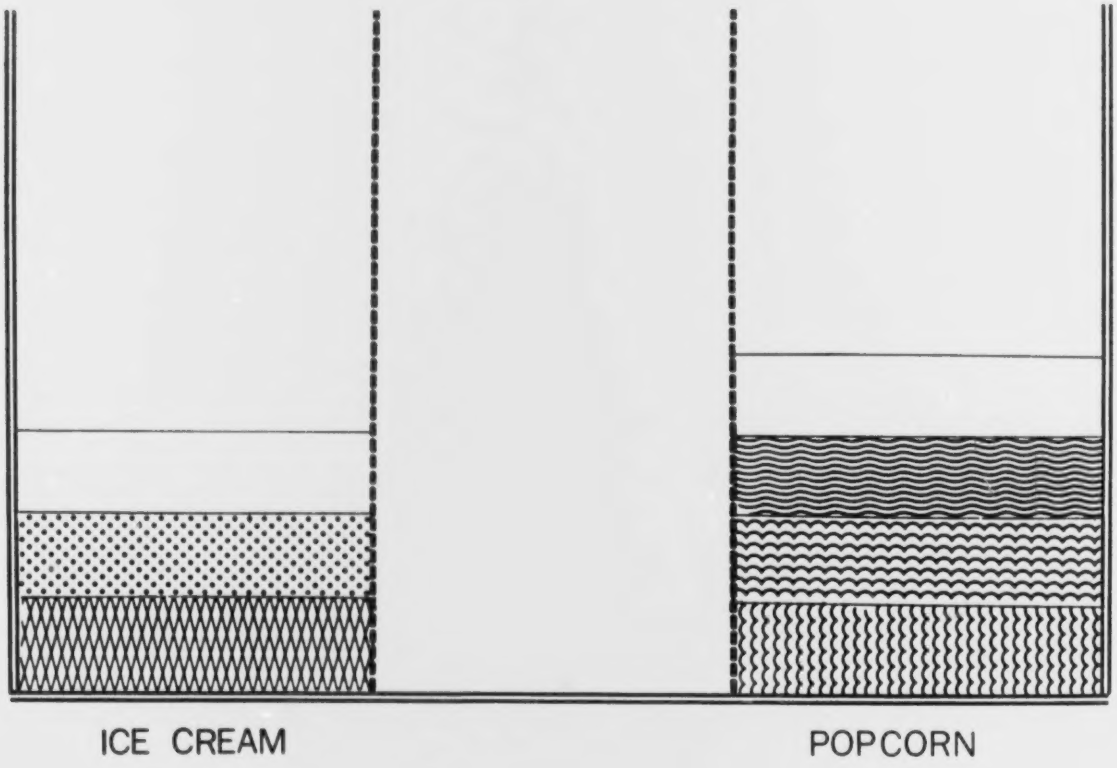
Vocabulary

ballot
ballot box
choices
majority
minority
paper ballot
returns
vote

Worksheet 1

A Bar Graph

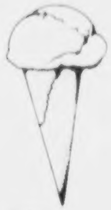
This is a sample bar graph. To use the bar graph, color a bar for each ballot choice. Students can visually represent their votes on the graph and can determine the winner by counting the colored segments of the graph. This is one way to represent the idea that each student is an individual voter as well as a member of the group. Introduce the mathematic principles of **more than** and **less than** using bar graphs. (Emphasize majority and minority.)

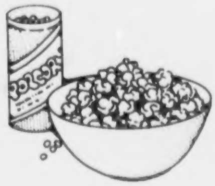


Worksheet 2

A Paper Ballot

After students have become accustomed to making choices, demonstrate how to **vote** using a **paper ballot.** This is a sample paper ballot to use in a voting exercise. Instruct students to color the square next to their choice for an afternoon snack then ask them to put their **ballots** in a ballot box. (The ballot box can be made from a shoe box.) Involve students in counting the **ballot returns,** then graph the returns to see which snack has the **majority** of votes.

☐  ICE CREAM

☐  POPCORN

STRATEGY—Rules and Responsibilities

Major Idea

This strategy acquaints the kindergartner with the concept of accepting responsibility. Through exercises which involve the student in establishing rules for conduct, this strategy leads the student toward a greater understanding of individual responsibility.

Learning Objectives

As a result of this strategy, the kindergarten student will

1. understand what a rule is;
2. participate in creating rules for the classroom;
3. understand why rules are made;
4. understand why each student has a responsibility to follow rules;
5. demonstrate an understanding of the responsibility inherent in the role of being a "helper"; and
6. demonstrate an understanding of decision-making by voting in a real classroom situation.

Social Studies Standards of Learning Objectives

K.3 *The student will assume classroom responsibilities.*

The focus will be on taking care of property, getting along with others, doing assigned tasks and participating in group activities.

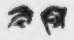
K.4 *The student will demonstrate an understanding of the rules to be followed in the school, on the playground and to and from school.*

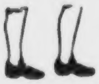
The focus will be on understanding the need for and practicing specific rules, such as those related to bus safety.

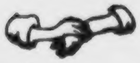
Teaching Strategies

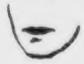
Introduce the concept of a rule and emphasize the individual's part in accepting the **responsibility** for following the rule. This discussion includes positive and negative consequences involved in following or breaking rules in a variety of concrete situations.

1. Develop and illustrate a list of **rules** that contributes to the **safety** and welfare of the students. Use rebus sentences to do this. (LO 1) (SOL K.4) Examples:

 are for seeing.

 are quiet.

 are still.

 are silent.

Send a copy of the rules you discuss in class to the student's parents. (Worksheet 3, page 13)

2. Select jobs within the classroom that would be appropriate for "classroom helpers" to perform. What rules will each helper follow? What rules will the helpers ask us to follow? Make a picture chart using pictures from magazines to illustrate each **job.** For example, illustrate the job of cleaning tables with a picture of a sponge. (LO 2)

3. Set up a **helper** system that includes such duties as emptying trash, erasing blackboard, distributing supplies, etc. Develop a bulletin board for helpers of the week and ask each student to bring a photograph of him/herself to display beside a specific job. (LO 5) (SOL K.3)

4. Discuss rules students are expected to follow in the classroom, on the playground, on the bus, in the cafeteria, and on the way to and from school. Make lists of these rules and find pictures to accompany the lists. Vote on the rules that the class will follow. (LO 6) (SOL K.3)

5. Follow with a discussion of potential safety hazards in the classroom, on the playground, on the bus, in the cafeteria and on the way to and from school. (LO 3)

6. What are the positive and negative consequences of following or not following rules. Find pictures to go with each example. Whenever possible, give specific examples from classroom experience. (LO 4) (SOL K.4)

Evaluation

No formal evaluation
Informal observation

Teaching Aids/Resources

Parent Letter—Class Rules: Worksheet 3

Film Number 45306–"Why We Have Laws—Shiver, Gobble and Snore"

Bulletin board
Helper chart (chart paper)
Magazines
Drawing paper
Picture cards of situations (classroom, playground, bus)
Photographs (one of each student)
Crayons

Vocabulary

helper
jobs
responsibility
rule
safety

Worksheet 3

Parent Letter

Dear Parent:

To develop your child's understanding of rules and responsibility and to create a healthy learning environment, the following rules have been established. These rules apply to "circle time" and "seat time."

Eyes are for seeing.
Hands are quiet.
Feet are still.
Mouths are silent.

Also, we have developed a classroom helpers chart and to determine the classroom helpers, we will need a picture of each student. Please give your child a snapshot to bring to class by the end of the week.

Thank you for helping me teach your child rules and responsibility.

Sincerely,

Grade: One

Introduction

At the first grade level, the student is led through a progression of concrete decision-making activities. The student is more aware of personal roles as a member of home, classroom and school communities and has an interest in understanding how rules are made. A variety of activities for this grade level encourages the student to distinguish between decisions that are personal, affecting only himself, and those that are group-oriented.

The learning experiences included in this section are designed to acquaint the student with different methods of making decisions and to demonstrate how these methods relate to roles and responsibilities.

The strategies for first grade communicate to the student several principles. First, the student learns that people help each other by accepting the responsibility that accompanies their role. (STRATEGY—**Whose Job Is It?,** pages 17–27) Then, the student develops fundamental knowledge of different family patterns and of the varying roles of family members. He/she begins to see voting as one way to establish rules to follow as a member of a group. (STRATEGY—**Rules In A Circle,** pages 29–31) Finally, the student participates in making group decisions and has the opportunity to experience different ways to influence the decision of the group.

STRATEGY—Whose Job Is It?

Major Idea

This strategy gives the student practical experience in comparing jobs, responsibilities and decision-making processes. How decisions are made plays a major role in the way we get along as group members.

Learning Objectives

As a result of this strategy, the first grade student will

1. identify jobs within the family setting;
2. recognize various ways jobs are delegated;
3. involve parents in reinforcing the concept of job responsibility; and
4. compare the different types of jobs members of the family have in the home.

Social Studies Standards of Learning Objectives

1.1 *The student will identify the physical and social needs of a family.*

Needs such as loving, caring, sharing and respecting will be included along with physical needs of food, clothing and shelter.

1.2 *The student will identify roles people have in family and school.*

This will include responsibilities people have in each setting and ways people help each other. Career awareness may be included with this objective. (Understanding roles includes respect for and acceptance of individual differences.)

1.4 *The student will identify the need for rules in home and school.*

Focus will be on involving the students in the development of rules that show consideration for others and ensure the safety and protection of the individual. Responsibility for following these rules will be emphasized.

Teaching Strategies

Introduce to the class the types of roles that are represented in a family unit. Explain how these roles are different from the role each person has in taking care of him/herself as an individual. How do these roles complement what we do as individuals? How are decisions made at home?

1. Develop a bulletin board using study prints or pictures to depict jobs and responsibilities within the **home** setting.

   Present students with a problem of defining the jobs and responsibilities on the bulletin board. (LO 1 and 2)

2. Ask each student to draw a picture of a **job** he/she is responsible for at home and/or bring in a picture showing him/her doing the job at home. Under each print or picture, place sentence strips describing the **job activity** and use students' names in the sentences. (LO 1) (SOL 1.2)

3. Lead class in an expanded discussion of jobs within the home. How do family members get their jobs? (LO 3)

   Develop a list of **job responsibilities** within the home.

   Use Worksheet 4 (page 21) to aid in the discussion. Adjust the handout to meet the needs of the class.

4. Develop the class' list of job responsibilities into a checklist which states who is responsible for each particular job within the **family** setting—mother, father, sister, brother, me or someone else. What rules are followed? (SOL 1.4)

   Send the checklist home with each student to be filled out by the student and his/her parent(s). Inform the parent(s) of the study unit so they will know how to participate. Make it clear that you would like for them to reinforce the concepts of making choices and assuming responsibilities within the family setting. See Worksheet 5, page 25 for sample cover letter. (LO 4)

5. Make a chart showing each student's name. When a student returns his/her checklist, place a sticker beside his or her name to reward the student for taking responsibility for completing the assignment as instructed.

6. Tally the charts according to number of jobs for which each family member is responsible. Numbers can be compared in terms of greater than and less than. The jobs of each family member can be graphed to provide a means of visual comparison. (LO 5)

7. Make copies of family member figures (Worksheet 6, page 25) for students to make a booklet entitled "Our Jobs."

   Make copies of household job pictures. (Worksheet 7, page 27) Make several copies for each student.

   Ask students to cut apart the adult and child patterns and glue each one to the center of a separate piece of construction paper. Students may decorate as desired. Make a page for each family member, including "Me."

   Tell the students to cut apart the household job pictures and glue each picture onto the page showing the person who does that job in their respective families. Tell students that they may use the same household job pictures on more than one page, if the same job is done by more than one family member. Demonstrate this procedure. (LO 1) (SOL 1.2)

8. Discuss the jobs of each family member and compare the different jobs among the students' families. How do the jobs meet the needs of the family? (SOL 1.1)

9. Repeat the sequence of activities to acquaint student with jobs and responsibilities within the **school** setting. Exclude activities 4, 5, 7 and 8. (LO 1 and 2) (SOL 1.2)

Evaluation

No formal evaluation
Participation in class discussions
Understanding of and ability to compare results of the checklist (Worksheet 4)

Teaching Aids/Resources

Our Jobs: Worksheet 4
Parent letter—Jobs: Worksheet 5

Family figures: Worksheet 6
Household jobs: Worksheet 7

Study prints
Pictures (from magazines to depict jobs around the house and school)
Photographs (brought from home or made in class with polaroid)
Sentence strips
Construction paper
Scissors

Vocabulary

family
home
job
school

Worksheet 4

OUR JOBS

	ME	MOM	DAD	SIS	BROTHER
GARDENING					
SHOPPING					
CLEAN ROOM					
WASHING CAR					
SWEEPING					
FIX LIGHT					
COOKING					
SETTING TABLE					
MAKING BED					
FEEDING PETS					
TAKE OUT TRASH					

Worksheet 5

Parent Letter

Dear Parent:

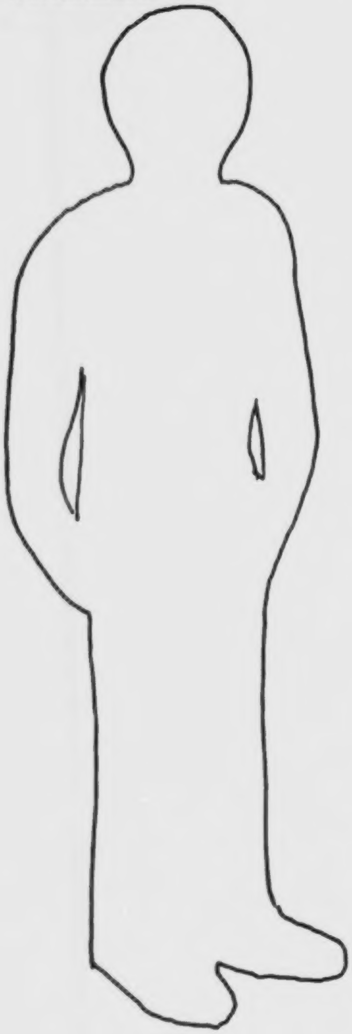
We are working on a unit of study dealing with jobs within the family setting. Attached to this letter is a list of jobs students identify with home. Your child will need your help in choosing who is responsible for each job in **your** home. In helping, you may wish to discuss the requirements of the jobs and the reasons why each person assumes the job roles.

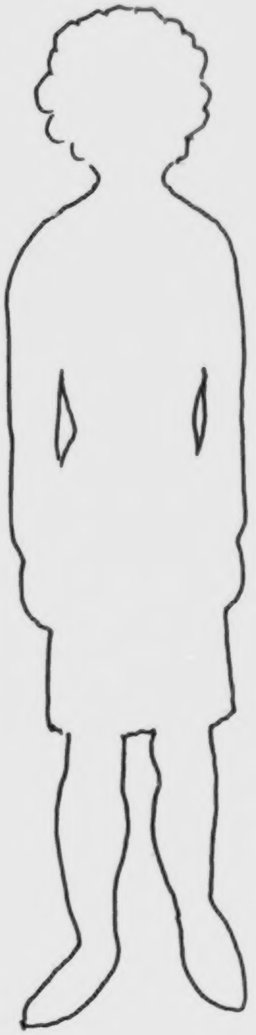
It is my belief that your child's practical experience in comparing jobs will help to increase his/her awareness of the process of decision-making within the home.

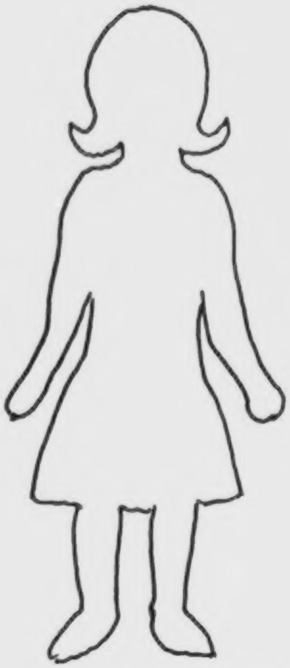
Thanks for helping your child. Please send the completed checklist to school with your child so he/she can have a reward sticker placed beside his or her name.

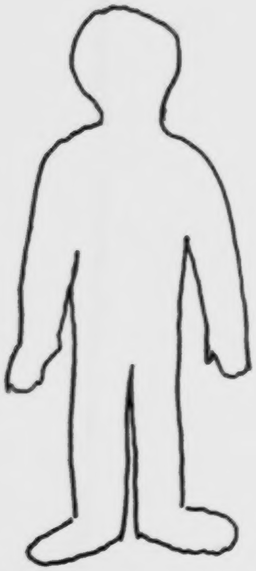
Sincerely,

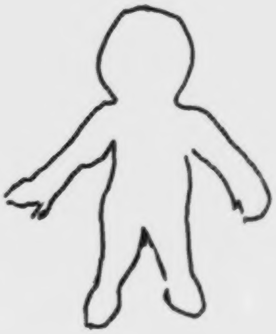
Worksheet 6

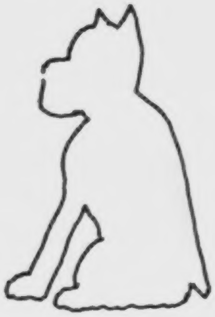


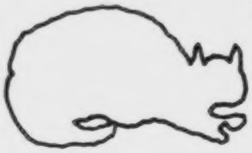




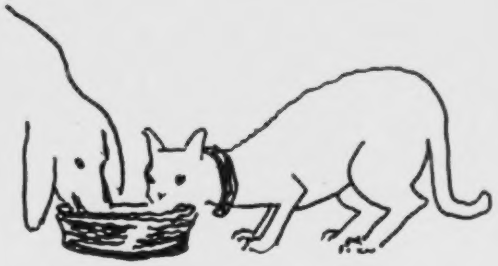


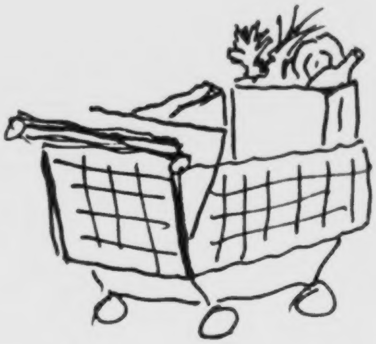


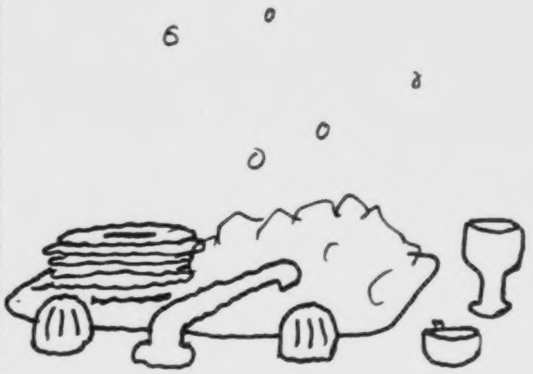


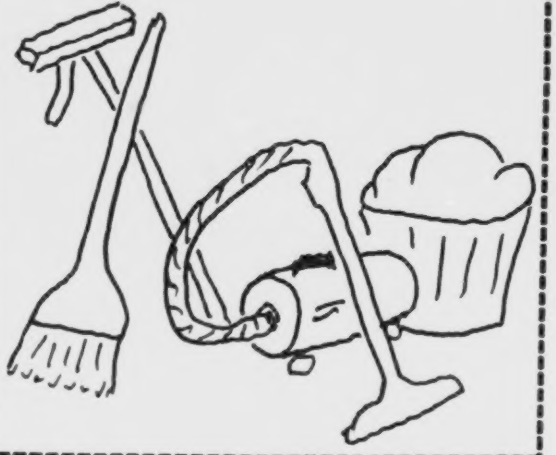


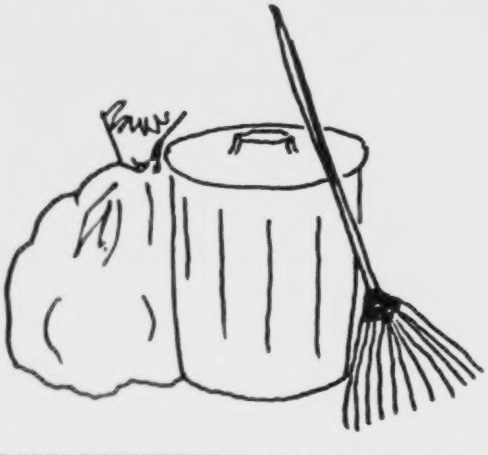
Worksheet 7

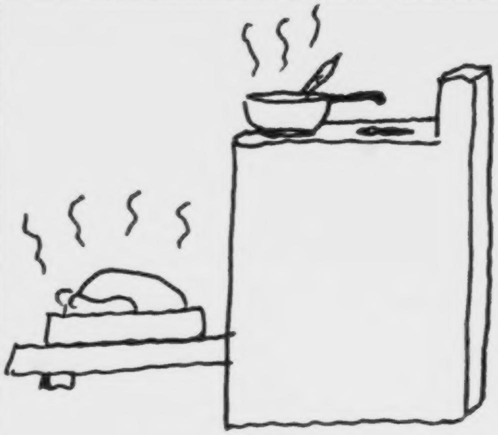












STRATEGY—Rules In A Circle

Major Idea

This strategy provides students with an opportunity to participate in a decision-making process that results in the adoption of rules. Students sit in a circle for the duration of this activity. Manage discussion around the circle by assigning the holder of the circle's mascot the right to speak.

Learning Objectives

As a result of this strategy, the first grade student will

1. work with members of the circle to create rules that make the circle activity orderly, fair and accessible to each group member;
2. recognize the importance of rules;
3. demonstrate a sense of responsibility and an awareness of each individual as a member of the circle group; and
4. distinguish the circle group and its rules from other school and home groups and their rules.

Social Studies Standards of Learning Objectives

1.2 *The student will identify roles people have in family and school.*

This will include responsibilities people have in each setting and ways people help each other. Career awareness may be included with this objective. (Understanding roles includes respect for and acceptance of individual differences.)

1.4 *The student will identify the need for rules in home and school.*

Focus will be on involving the students in the development of rules that show consideration for others and ensure the safety and protection of the individual. Responsibility for following these rules will be emphasized.

Teaching Strategies

Introduce the class to similarities and differences between the family unit and the circle group and how group rules affect the fairness and orderliness of group activities. Rules of the circle group will allow for each member to participate in the group's activities.

1. Introduce rules to students by showing the filmstrip and accompanying cassette entitled "Rules are Important: A Mixed Up Mess." At "stop frame," discuss the following:
    a. Pretend you are a pie eater who wants to win a contest. What do you have to do to win?
    b. Is the contest safe and fair? Why or why not?
    c. What rules are needed to make the contest fair and safe?
    d. Reinforce the idea that different kinds of rules create different kinds of situations. Ask students if they have ever changed the rules of a game to make it more exciting or more challenging. Discuss whether or not changes were safe and fair to all.

2. Ask students to come to a Circle Time activity and help students form a circle.

   Introduce a mascot, usually a stuffed animal, and explain that whoever is holding the mascot has the **right to speak.**

   Ask students to brainstorm rules that will help make this circle session function smoothly. Write each proposed rule on a flip chart or blackboard. (Worksheet 8, page 35) (LO 1)

3. Review exercise 2 (Worksheet 8, page 31). Ask students about the rules on the list. Highlight important points. Combine and, if necessary, selectively edit suggestions students make for the list of rules.

   Open a discussion about the reasons these **rules** are important. List the reasons beside each rule on the flip chart. (LO 2)

4. Introduce the class to the problem of selecting rules for the circle group. Ask students to choose a method of deciding the final set of rules. (Voting or consensus are the usual choices: see Supplemental Materials—Primary, page 91 for sequence on voting.) (SOL 1.4)

5. Transcribe final list of rules onto a chart and review this list at the beginning of each circle **meeting.** Also ask the students to review reasons for the rules.

6. Introduce a role play game to the circle group. Instruct students to abide by the rules of conduct they have selected as a group. Explain that one student will choose a person/job at home or at school and tell it to the teacher, then that student will act out that person's job for the circle members. Circle members will take turns guessing what the job is, passing the mascot as students take turns. Make sure each student is given the chance to take a turn with the mascot. (LO 3) (SOL 1.2)

7. Extend role-play activity to include students acting out a job of someone they see on their way to or from school (i.e., guard, bus driver, garbage collector) (LO 4)

Evaluation

No formal evaluation.

Teaching Aids

Rules Most Often Thought Of: Worksheet 8

Filmstrip and cassettes—"Citizenship Adventures of the Lollipop Dragon," "Rules are Important: A Mixed Up Mess," Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Stuffed animal or object

Vocabulary

mascot
meeting
right to speak
rules
symbol
vote

Worksheet 8

Rules Most Often Used

- No one talks unless he or she is holding the mascot.
- Each student is given a turn to speak.
- It is permissible to "pass"; however, after everyone has had a turn, anyone that passed may be given another chance.
- It is important to listen to the person who is speaking.
- Ask permission to change seats; otherwise stay in your seat.
- Follow the teacher's directions.
- Handle the mascot carefully without pulling or tugging.
- It is important to be still so the person talking is not interrupted.

Grade: Two

Introduction

By the second grade, the student has developed an awareness of groups outside the home and classroom. The activities for this grade level lead the student through a sequence of identifying these groups, how they become members and how they can maintain individual identity even as a group member. The student learns to protect person, property and self interests by participating within a group to agree upon basic rules of conduct (STRATEGY—**In a Group or By Myself,** pages 35–37) and to develop an understanding and respect for other individuals and their rights. The student is also able to experience the dissatisfaction that may result from not speaking up on issues in a group situation. In the same lesson, the student is given the opportunity to change his/her behavior and enjoy the benefits that result. (STRATEGY—**Group Decisions and Rules,** pages 41–43)

STRATEGY—In A Group Or By Myself?

Major Idea

This strategy builds upon the student's role as a member of a class and of a community. The second grader learns that an individual's opinion is important and will directly affect the outcome of decisions made by the group.

Learning Objectives

As a result of this strategy, the student will

1. participate effectively as a member of a group;
2. distinguish between activities that are done by individuals and those that are done by groups of people;
3. recognize the need for rules to protect rights and property; and
4. participate in making rules for the classroom.

Social Studies Standards of Learning Objectives

2.1 *The student will help make classroom rules.*

The focus will be on active participation by all students in the rule-making process, identifying problems, suggesting solutions, and working together.

2.2 *The student will tell how and why rules protect rights and property.*

Emphasis will be on the importance of accepting responsibility for one's actions toward self and others.

2.3 *The student will recite or write the names associated with individual place location.*

The focus will be on city/town/county, state and country.

2.14 *The student will gather and interpret information from simple pictures, charts and graphs.*

Materials used will focus on the neighborhood and community.

Teaching Strategies

Introduce to the class the concept of group and compare roles: self as an individual and self as a group member.

1. Lead the class in a discussion: "What is a Group?" Put responses on the board. Define a **group** as two or more people working together and an **individual** as one person. (LO 1)
2. Develop a list of things that are specifically individual activities (i.e., paint, ride a bike, skate). Develop and lead role play activities. (LO 2)

3. Develop a list of things that are specifically group activities (i.e., camp, play ball). Identify what individual group members do in each activity (i.e., cook, pitch, teach, learn). Prepare a bulletin board of these activities with pictures students find in magazines. (LO 2) (SOL 2.14)

4. Develop a list of activities that can be oriented to an individual or to a group (i.e., read a book, play a video game). Give examples of classroom activities and organize role play and identification games. (Worksheet 9, page 39) (LO 2)

5. Identify and develop a list of groups and meeting places (i.e., baseball teams, Brownies). How do you get to the meeting place from here? Display neighborhood map and ask students to show class the routes to their meeting places. (SOL 2.3)

6. Ask students to draw themselves in a group activity of their choice and display the pictures.

   Review the pictures drawn by students. Describe the role they play in these groups. Do these groups have **rules?** What kinds of rules? Why do they have these rules? Ask each student to list rules and reasons. Why are they needed? Review pictures drawn by students. Ask students to write rules that go with the group activity in the picture. (LO 1 and 4)

7. Discuss **property** and **rights.** Lead discussion to the immediate classroom situation and direct students in describing the class as a group needing rules to protect property and rights. (LO 3) (SOL 2.2)

   Discuss the following questions and list responses:

   > What rights are protected in the classroom?
   >
   > What rules protect those rights? What other rules do we have?
   >
   > What property is protected in the classroom?
   >
   > What rules protect property?

8. List new rules proposed by the class and lead the class in a vote for the rules they want to adopt. Graph the results of the vote on a bar graph. See Supplemental Material: Primary, page 69 for a sample bar graph. (SOL 2.1 and 2.14)

Evaluation

No formal evaluation.
Informal observation.
Successful completion of the learning activities.

Teaching Aids/Resources

In a Group or By Myself: Worksheet 9

DUSO Self Awareness Kit: (this kit contains puppets, stories and role-play cards dealing with school related situations, decision-making and enhancing positive self-concepts)

Dimensions For Living: (Family Life Education and Self Concept guide booklet)

Vocabulary

group
individual
member
property
protect
responsibility
rights
rules

Worksheet 9

Name ______________________ Date ____________

In A Group or By Myself

Cut and paste to tell which things you do in a group or by yourself.

☺ I do it by myself.

☺☺☺ I do it in a group.

1. Brush my teeth.		
2. Play baseball.		
3. Ride the school bus.		
4. Eat a cookie.		
5. Read a book.		
6. Go to recess.		

☺	☺	☺	☺	☺	☺
☺☺☺	☺☺☺	☺☺☺	☺☺☺	☺☺☺	☺☺☺

STRATEGY—Group Decisions and Rules

Major Idea

This strategy emphasizes that voicing an opinion in a group situation affects the outcome of decisions. These exercises further the student's understanding that a person maintains individuality even as a member of a group.

Learning Objectives

As a result of this strategy, the student will

1. demonstrate an understanding of how individuals can influence decisions;
2. recognize that there are many ways groups and people communicate;
3. demonstrate an understanding of the significance of rules; and
4. perform fundamental research activities.

Social Studies Standards of Learning Objectives

2.1 *The student will help make classroom rules.*

The focus will be on active participation by all students in the rule-making process, identifying problems, suggesting solutions and working together.

2.2 *The student will tell how and why rules protect rights and property.*

Emphasis will be on the importance of accepting responsibility for one's actions toward self and others.

2.3 *The student will recite or write the names associated with individual place location.*

The focus will be on city/town/county, state and country.

2.9 *The student will identify the different ways people communicate.*

The focus will be on different means through which people communicate (talking, telephone, mail, radio, television, etc.).

2.11 *The student will use the media to gather information about current events.*

The focus will be on the use of television, radio, newspapers and magazines to provide information for oral reports.

2.14 *The student will gather and interpret information from simple pictures, charts and graphs.*

Materials used will focus on the neighborhood and community.

Teaching Strategies

Introduce to the class the importance of participating in group decisions. Give examples from classroom experiences. Note that individual interests are considered in the decision-making process. Give consideration to issues that affect students both in and out of class.

1. Ask the class, "How do we become **members** of **groups?"** Do we always **choose** to be a member?

   Ask students for names of groups they have chosen to **join.** Display pictures which represent these groups. "Why did you decide to join?" (LO 2) (SOL 2.9)

   Ask students to name groups of which they are members and did not choose to join (i.e., family, class, sex, race). Display pictures of people representing these groups.

2. How do groups make **decisions?** How can an **individual** influence the decision of a group? How are **rights protected** among groups? Discuss rules and rights and their importance. (Worksheet 10, page 45) Demonstrate through role-play. (LO 2 and 3) (SOL 2.2)

3. How do groups tell us about themselves (i.e., television, radio, mail, word-of-mouth)? How does this change how we think about them? Ask for examples. (LO 2) (SOL 2.9)

4. Tell class that they will choose which class project they will do. Either all light haired people will prepare notebooks and dark haired people will give presentations OR each student can choose which he/she would like to do.

   Discuss the protection of rights and class **rules.** Discuss the importance of voicing an opinion. Discuss the assignment again. Lead a class **vote** to determine the majority's preference. (Worksheet 11, page 47) (SOL 2.1 and 2.2)

   Open for further class discussion.

   Lead class in another vote by show of hands. Did any student(s) change his/her mind? (LO 1 and 3)

5. Instruct each student to prepare a notebook/scrapbook or a presentation about his/her **membership** in a group. (SOL 2.11 and 2.14)

   Tell students to include the name of the group, where it **meets** (the address), the rules of the group and the reasons they chose to join or want to join. Students can ask for a pamphlet or brochure from the group leader. Encourage students to include any pictures, graphs or charts they can find about the group. (LO 4)

6. Ask students to share their notebooks or presentations with the rest of the class. Involve students in a discussion of the pictures and written materials about the groups they present. (SOL 2.3, 2.11 and 2.14)

Evaluation

No formal evaluation
Informal observation
Class discussions
Quality of the notebooks and presentations submitted by each student

Teaching Aids/Resources

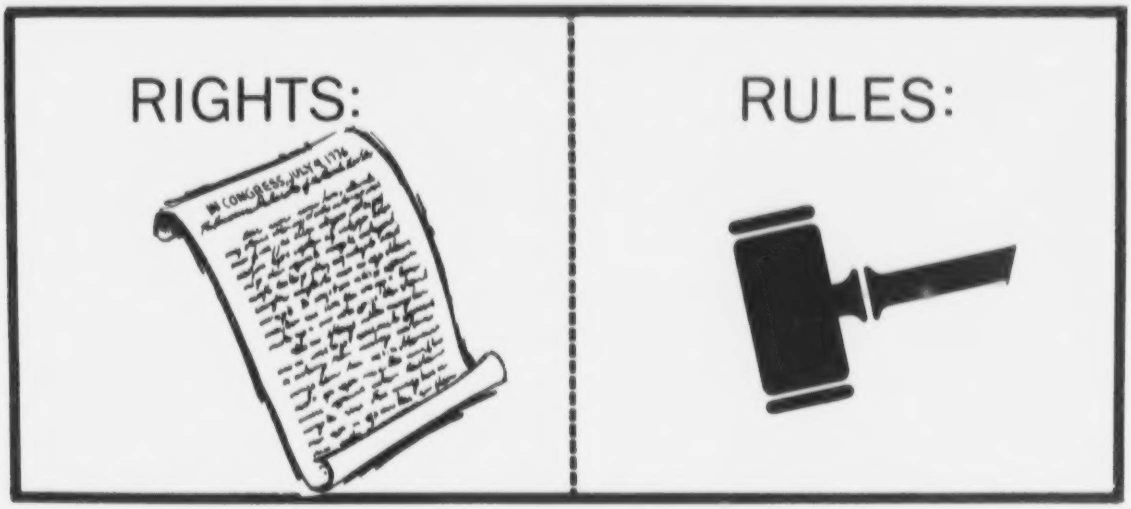
My Rights/Group Rules: Worksheet 10
Class Rules: Worksheet 11

Brochures
Magazine ads
Dimensions for Living

Vocabulary

choose
decisions
groups
individual
influence
join
meet
membership
preference
protected
reasons
rights
rules

Worksheet 10



- Be who I am: race, sex
- Like my favorite things
- Be equal with others
- Believe and worship as I choose
- Have hobbies
- Meet my basic needs: food, clothing & shelter
- Own and care for my property
- Not to be insulted or hurt by others

- Be on time
- Be awake
- Be alert
- Come to meetings
- Assist with projects
- Learn pledges
- Follow rules
- Be neat
- Respect others
- Act in a way that is appropriate to what the group is doing

Worksheet 11

EXAMPLES OF CLASS RULES

Be on time
Be alert
Stay awake
Follow teacher's instructions
No touching others
Sit still
Speak politely
Listen quietly
Respect other's point of view
Respect other's customs
Respect other's lifestyles
Ask permission to move from your place
Use your own books and supplies
Take care of the books and supplies loaned to you by the school
Come to class prepared

Grade: Three

Introduction

As the student explores more and more of the activities that go on outside the home and school he/she begins to develop a greater sense of community and begins to meet and enjoy people within that community.

The first strategy for third grade gives the student the opportunity to research and promote a person who is significant in his/her life and to relate the services that person provides to the community. (STRATEGY—**Courtesy, Service and Problem Solving,** pages 51–54) The second strategy puts the student into an interdependent group situation where he/she actively participates in group problem-solving and decision-making to accomplish the major task of promoting and hosting a public employee who is significant to the community. (STRATEGY—**Making Decisions in Our Community,** pages 59–61)

The presentation of reports and class projects related to the research, promotion and hosting of a student selected public employee will take on new meaning as the project develops in increments throughout the year. As the student later develops higher-order concepts, he/she will begin to look upon this exercise as a sequence of activities that can be applied to an election process.

STRATEGY—Courtesy, Service and Problem Solving

Major Idea

This strategy guides the student through selecting and reporting on a person who is significant to his/her life. The entire class will participate in ordering and categorizing these reports to form a community profile. Each student's participation is vital to this process and to the group's final product.

Learning Objectives

As a result of this strategy, the student will

1. participate in group decision-making;
2. demonstrate an understanding of community;
3. identify public service jobs and how they contribute to the community;
4. perform basic research on one aspect of public service; and
5. demonstrate courtesy in social interactions.

Social Studies Standards of Learning Objectives

3.1 *The student will demonstrate courtesy in social interactions.*

Emphasis will be on respecting opinions, listening while others speak and waiting turns.

3.3 *The student will actively participate in the decision-making process by identifying problems and suggesting possible solutions.*

Emphasis will be on group decision-making process beginning with finding solutions to their own group problems and applying those strategies to solving community problems.

3.9 *The student will recognize interdependence of people and groups.*

Emphasis will be placed on transportation, communication, community services, community institutions, occupations, technology and the roles they play in an interdependent world.

3.14 *The student will interpret and make simple charts, graphs and scales.*

This includes using community data to make bar graphs, charts and drawing simple maps to scale.

3.15 *The student will use resource materials to compile information for reports.*

This information could be presented in oral and written reports with illustrations. Emphasis here is on selection of materials and proficiency in locating information.

Teaching Strategies

Introduce the concept of community and develop a basis for discussing individual roles in the community. Discussion will lead to a list of student contributions to the community and the importance of showing courtesy and respect to other members of the community. Students will decide on how to report on individual roles people play in the community.

1. Show filmstrip "Good Citizenship and Winnie the Pooh" or the film "Courtesy for Beginners."

   Establish ground rules. Have students help develop a list of rules for conduct in class. Lead class in a discussion and vote for these rules (Supplemental Material: Primary, pages 91–99). (LO 1 and 5) (SOL 3.1)

2. Ask each student to name a person who is special in his/her life. Where does this person work in the community? Where does this person shop? Where does this person go in the neighborhood? Where does this person go outside the neighborhood? Does each person have a place in the community? (LO 5) (SOL 3.1)

3. Talk about work in the **community.**

   a) Specific things people do in the community:

      What does your mother do? Your father? Your uncle? etc.

   b) **Jobs** people have:

      What things does a baker do? A fireman? A salesman? A housekeeper? (SOL 3.1 and 3.9)

      List student responses.

4. Show students pictures that represent people working in the community. Ask students what kinds of contributions these people make to the community. What problems do these people solve? (LO 1 and 5) (SOL 3.3)

   a) Provide for protection of our home and safety: fireman, policeman.

   b) Help us take care of our home: garbage collectors, gas company workers, telephone repairman.

   c) Help us have fun: park employees, camp counselors.

   d) Provide for beauty in the community: artists, park groundskeeper.

   e) Help us to learn: teachers, ministers, librarians.

   f) Provide us with supplies and goods: salesman, grocery clerk.

   g) Provide us with services: painter, secretary

   h) Make decisions to help things run smoothly, fairly and in an orderly fashion: mother and father at home, teacher at school, public officials, and representatives in community. (LO 2 and 3) (SOL 3.1)

      List student responses.

5. Create a pie-shaped bulletin board including a section for each category of job contributions developed in 4 above. (Worksheet 12, page 55)

   Ask each student to select a person he/she would like to know more about. Print that person's initials and a job title on a piece of paper and mount the paper in the appropriate pie slice.

Assign each student to report on that person who is special to him/her. (LO 4) (SOL 3.15)

6. Develop a list of **issues** students plan to learn more about as they prepare their reports. Give suggestions. (SOL 3.3)

   Develop a list of examples of charts, maps, graphs, pictures, etc., that might help students prepare their projects. (SOL 3.14)

Adapted from McDonald, B., et. al., *Methods That Teach*.

7. Lead class in a discussion of how people get their jobs: (Give examples from activity 5 whenever possible.)

   Some **apply**

   Some are **elected**

   Some are self-employed

   Some are **appointed,** etc.

   (Worksheet 13, page 57)

8. Culminate activities (at the end of the report series) by having an "open house" to display the work students produced for this project.

Evaluation

Informal teacher observations
Group discussions
List making
Student participation
Problem-solving exercises
No formal evaluation

Teaching Aids/Resources

Jobs in Our Community: Worksheet 12
How People Get Their Jobs: Worksheet 13

THE ELEMENTARY ECONOMIST, Vol. 5, No. 4 (Government in the Community)

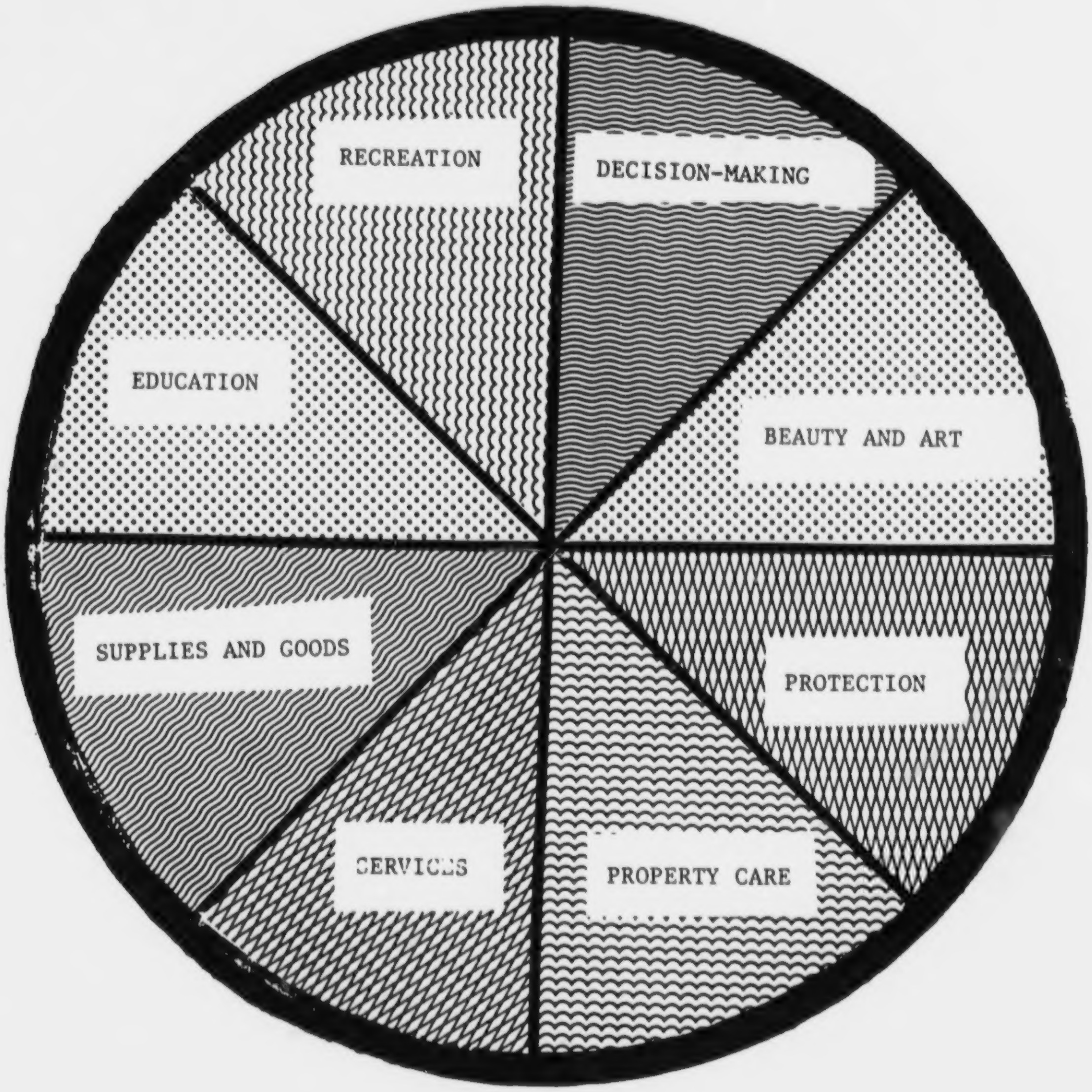
Filmstrip—"Good Citizenship with Winnie the Pooh," Walt Disney Educational Materials Catalog, 1986
Filmstrip—"Winnie the Pooh and the Right Thing To Do," Walt Disney Educational Materials Catalog, 1986
Filmstrip—"Disney's Beginning Map Skills Series," Walt Disney Educational Materials Catalog, 1986
Film 97804, State Department—"Courtesy for Beginners"
Film 17506, State Department—"Career Awareness—People Working With People"
Check on available resources pertaining to your county or city (Chamber of Commerce, County/City Library, etc.).

Vocabulary

appoint
career
communication
community
courtesy
elect
group
need
neighborhood
official
opinion
representative
rule
self-employed
vote

Worksheet 12

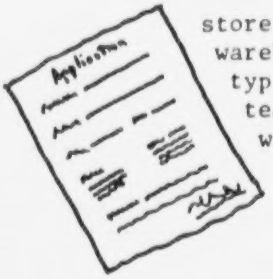
JOBS IN OUR COMMUNITY



Worksheet 13

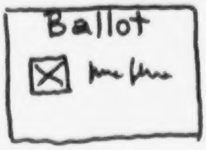
How People Get Their Jobs

APPLY



store clerk
warehouseman
typist
teacher
waiter

ELECT



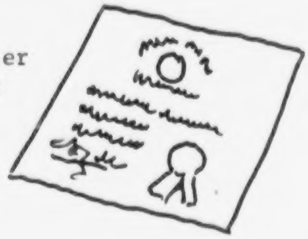
Senator
Governor
Council member

APPOINT

directors
chairmen
boardmembers

SELF EMPLOY

painter
artist
caterer
farmer



VOLUNTEER

candy stripers
rescue squad
safety patrol

STRATEGY—Making Decisions in Our Community

Major Idea

This strategy familiarizes the student with the function of at least one city/county/state official. The students will participate in a group problem solving situation of promoting and hosting the official of the group's choice.

Learning Objectives

As a result of this strategy, the student will

1. demonstrate the ability to work effectively in a group;
2. participate in voting and interpreting results;
3. work effectively in an interdependent situation; and
4. list some ways people depend upon each other.

Social Studies Standards of Learning Objectives

3.1 *The student will demonstrate courtesy in social interactions.*

Emphasis will be on respecting opinions, listening while others speak and waiting turns.

3.2 *The student will listen to, observe and follow instructions.*

Focus will be on oral and written instructions in various media.

3.3 *The student will actively participate in the decision-making process by identifying problems and suggesting possible solutions.*

Emphasis will be on group decision-making process beginning with finding solutions to their own group problems and applying those strategies to solving community problems.

3.9 *The student will recognize interdependence of people and groups.*

Emphasis will be placed on transportation, communication, community services, community institutions, occupations, technology and the roles they play in an interdependent world.

3.14 *The student will interpret and make simple charts, graphs and scales.*

This includes using community data to make bar graphs, charts and drawing simple maps to scale.

3.15 *The student will use resource materials to compile information for reports.*

This information could be presented in oral and written reports with illustrations. Emphasis here is on selection of materials and proficiency in locating information.

Teaching Strategies

Introduce the concept of team effort. Emphasize interdependence among people who like similar things. Open with film "Communities Depend on Each Other."

1. What **public services** are available to us (i.e., highways, visitor information, schools, libraries, police protection)? (LO 1)

2. Public officials make **decisions** that make these public services available and keep them running smoothly. Compare their role to parents: parents make meals and other things we need available to the family and keep the family running smoothly. Draw examples on the board.

3. Prepare a bulletin board of pictures, **job titles** and descriptions of some of the **community's** public employees and how they got their **jobs.** (Worksheet 13, page 57)

4. Compare the types of public employees. (SOL 3.1)

   Design a plan for students to research and present to the rest of the class the community employee of their choice. The worksheet on page 63 can be used as an example of how the student might present his selected employee to the class.

5. Which public employee would the students like to invite to visit the class? Open for **nominations.** (SOL 3.3)

   Vote for two favorite prospects. Graph the results from the **returns.** See Supplemental Material: Primary, page 65 for voting procedure. (LO 2) (SOL 3.14)

   Elect the two or three most popular people from the graph. Divide the class into two or three groups, one group per public employee. (SOL 3.14)

6. Assign each student a specific task. (SOL 3.2, 3.3, 3.9 and 3.15) Keep exercises simple and give concrete examples for each.

   a. Research the person's name, the person's job. What does that person do?

   b. Research who else works with that person. What do they do?

   c. Research what service that person gives. Where do we find the services? Who is served?

   d. Create: poster, bulletin board, flyers to promote the person

7. Introduce the subject of **interdependence.** Discuss the ways students are **dependent** upon themselves and others in collecting the material and preparing it for the class presentation. (LO 4) (SOL 3.9)

   Instruct students to contact specific people who will give them the material they need. Ask for examples and lead class in making lists of where to look, who to ask, where to call. (SOL 3.15)

8. Lead students in a **planning meeting.** When and how will students present their work? Make suggestions. List student responses. (LO 3) (SOL 3.1, 3.2 and 3.9)

9. Tell students that it is okay for them to change their plans from time to time. Why do we sometimes need to change plans? Does it have anything to do with our dependence on each other? How can the class change its plans and still make interesting class presentations? (SOL 3.2, 3.3 and 3.9)

10. Invite the public employees to the presentation. Show film "City and Its People." Open a question/answer period among students and visitor(s). (SOL 3.1 and 3.9)

Evaluation

No formal evaluation
Informal observations

Teaching Aids/Resources

Protection: Worksheet 14

Film—"Why We Have Elections"
Film 47904—"Cities and Government—Governing Our Local Community"
Video Tape 56190—"Commonwealth–20–Local Government"
Film 41404, State Department—"Rules are Good Directions"
Film 47904, State Department—"Cities and Government—Governing Our Local Community"
Film 02709, State Department—"City and Its People"
Film 70505, State Department—"Communities Depend on Each Other"

All films from Audiovisual Instructional Materials for Virginia's Public Schools, 1984, Audiovisual Services, Department of Education.

Vocabulary

compare
create
decide
dependence
interdependence
plan
research
resolve

Worksheet 14

FIREMAN

PICTURE	Picture of Fireman in action
Firemen do the following things to protect citizens: 1. 2. 3.	My family can help firemen by doing the following: 1. 2. 3.

SUPPLEMENTAL MATERIAL: PRIMARY

STRATEGY—Graphing Results

Major Ideas

Graphing lessons acquaint students with the bar graph as a way of recording and tallying ballot returns. As students participate in these graphing activities they develop an understanding for the arithmetic concepts of one-to-one correspondence and number relationships and an understanding of the importance of each vote in determining the final outcome of a group decision.

Learning Objectives

As a result of this strategy, the student will

1. participate in using a graph for voting;
2. explain what a graph represents;
3. name the comparisons illustrated in a particular graph;
4. recognize bar graph as a means of recording voting results; and
5. recognize and identify placement of individual votes on the graph.

Teaching Strategies

Graphing is taught sequentially first using concrete picture graphs and moving gradually to more symbolic lines and images.

Introduce elements involved in developing a simple graph. Demonstrate to students how to use poster board and paper pictures in graphs.

1. Prepare bulletin board by stapling 1½" × 12" strips of black construction paper to form a rectangle (see Worksheet SP 2, page 69). Divide the rectangle into equal columns by stapling more strips of construction paper onto the bulletin board as shown.
2. Have students trace boy/girl patterns onto oak tag and cut them out. Write the student's name on his/her figure for him/her and explain that each figure represents the student who made it. See Worksheet SP 1, page 67) for boy/girl patterns.
3. Prepare the bulletin board for the students' figures by labeling voting categories (in Kindergarten, the categories are ice cream and popcorn; see page 5 for activities example) with words and pictures as shown.
4. Discuss the subject of each category with your class.
5. Instruct students to go to the bulletin board in turn, as you call them. At the bulletin board, ask each student to use a pushpin or thumbtack to hang his or her figure in the column next to the picture of his/her choice. Tell students that making a choice is their individual vote. The oak tag figure is their ballot. Continue this process until each student has voted. (LO 1 and 4)
6. Ask students to identify which picture has the most figures beside it (majority), which

has the fewest (minority), which have the same number (if any) and so on. Tell students that the finished graph shows the ballot returns. (LO 3)

7. Ask each student to identify his/her figure on the graph and tell why he/she put the figure beside a particular picture. (LO 5)

8. Show filmstrip/cassette "The Majority Rules: A Secret that Grew."

9. Ask students about the results. Start with simple questions: Which has more? Which has less? As students become familiar with comparing results, questions may become more complex: How many more votes are there in this column/beside this picture? What does that mean? (LO 2)

10. Use sample bar graph for another type of voting exercise. Demonstrate to students how to place a strip of paper above their choice of objects for which they are voting. (Worksheet SP 2, page 69) Lead class in a voting activity (Worksheet SP 3, page 71) and have them graph their results on the bar graph.

Evaluation

No formal evaluation
Informal observations

Teaching Aids/Resources

Personal Ballot: Worksheet SP 1
Sample Bar Graph: Worksheet SP 2
Suggestions for Bar Graphs: Worksheet SP 3

Filmstrip cassette: "The Majority Rules: A Secret that Grew," Society for Visual Education, Inc.
Citizenship Adventures of the Lollipop Wagon, 1345 Deversey Parkway, Chicago, Illinois 60614
Math Their Way, Mary Barratta Lorton, Addison Wesley Publishing Company, Inc., 1976.

Large poster board
Oak tag
Push pins
Construction Paper
Boy/Girl figures

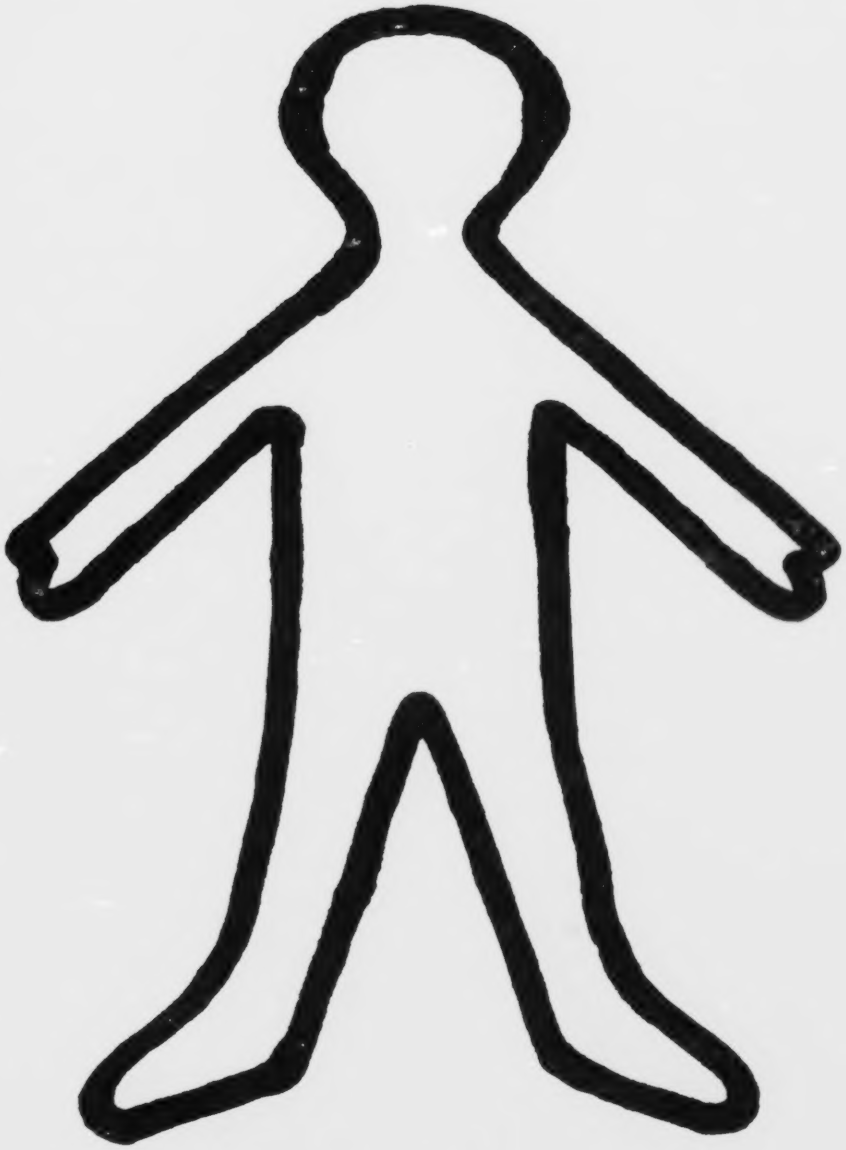
Vocabulary (level one)

ballot
ballot returns
majority
vote

Vocabulary (level two)

bar graph
graph
majority
minority

Worksheet SP 1



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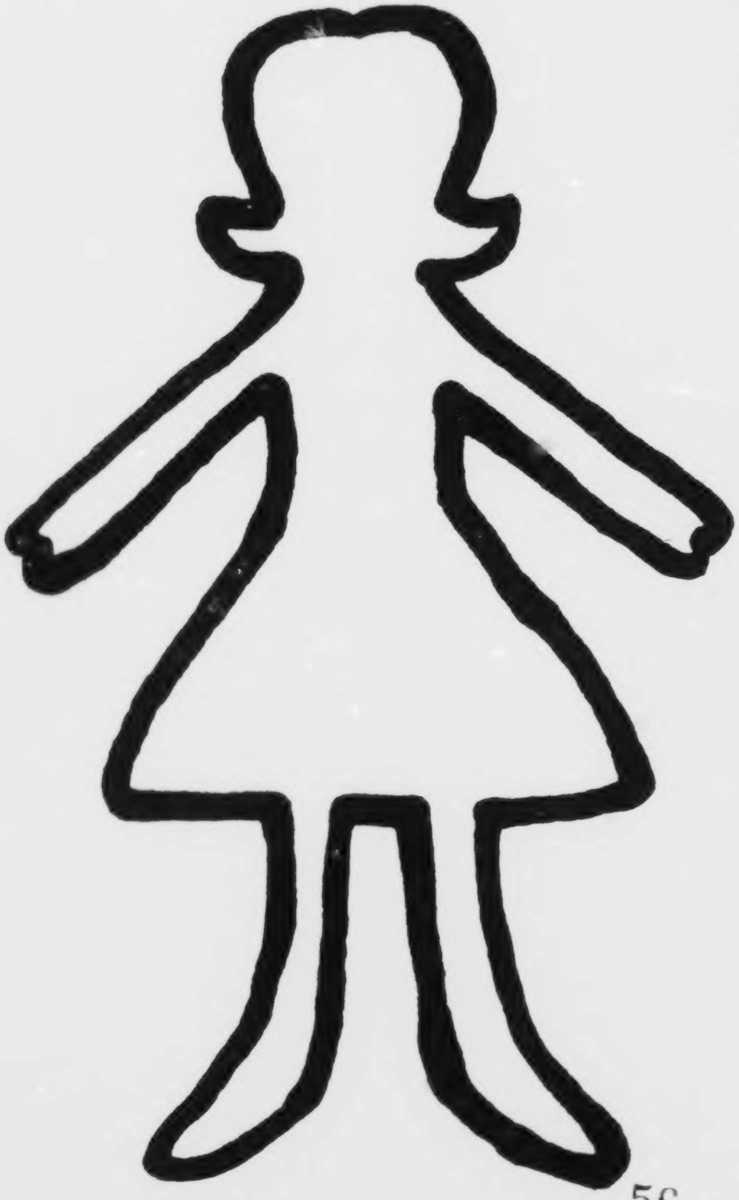
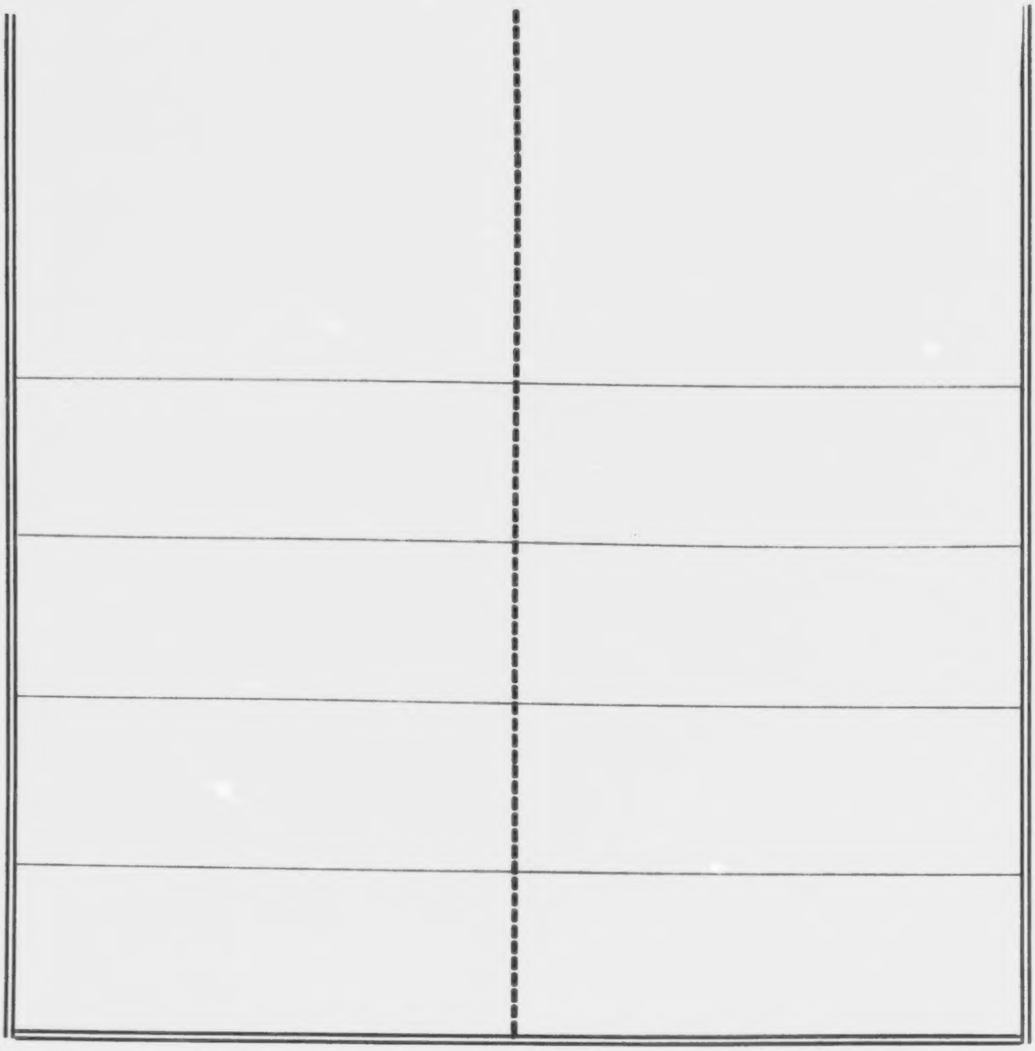


56

Worksheet SP 2

SAMPLE BAR GRAPH



Worksheet SP 3

Suggestions for Bar Graphs

Favorite season

Favorite story for story time

Favorite color

Favorite day of the week

Favorite snack

Favorite song

Favorite pet

Favorite ice cream

Best lunch

Prettiest bird

Favorite TV show

Favorite cartoon

Favorite outside/inside game

Favorite fruit

Favorite way to come to school (bus, car, walk)

Favorite hobby

Bring your lunch or buy your lunch

Favorite room

Prettiest fish

STRATEGY—Maps and Symbols

Major Idea

The primary student first learns direction in relation to home, school and the classroom. As the student's concept of place emerges from grade to grade, so does his/her ability to understand maps and symbols.

Learning Objectives

As a result of this strategy, the student will

1. recognize basic classroom features on a simple floor plan and give directions using the floor plan during voting exercises;
2. recognize basic symbols and signs to get safely from home to school and around the school grounds;
3. recognize simple maps of Virginia and the United States; and
4. recognize the basic national symbols.

Teaching Strategies

See each worksheet.

Evaluation

No formal evaluation
Informal observations

Teaching Aids/Resources

Classroom Map: Worksheet SP 4
Safety Signs and Symbols: Worksheet SP 5
Outline Map of Virginia: Worksheet SP 6
County Outline Map of Virginia: Worksheet SP 7
Outline Map of the United States: Worksheet SP 8
State Maps of United States: Worksheet SP 9
National Symbols: Worksheet SP 10
Match National Symbols: Worksheet SP 11

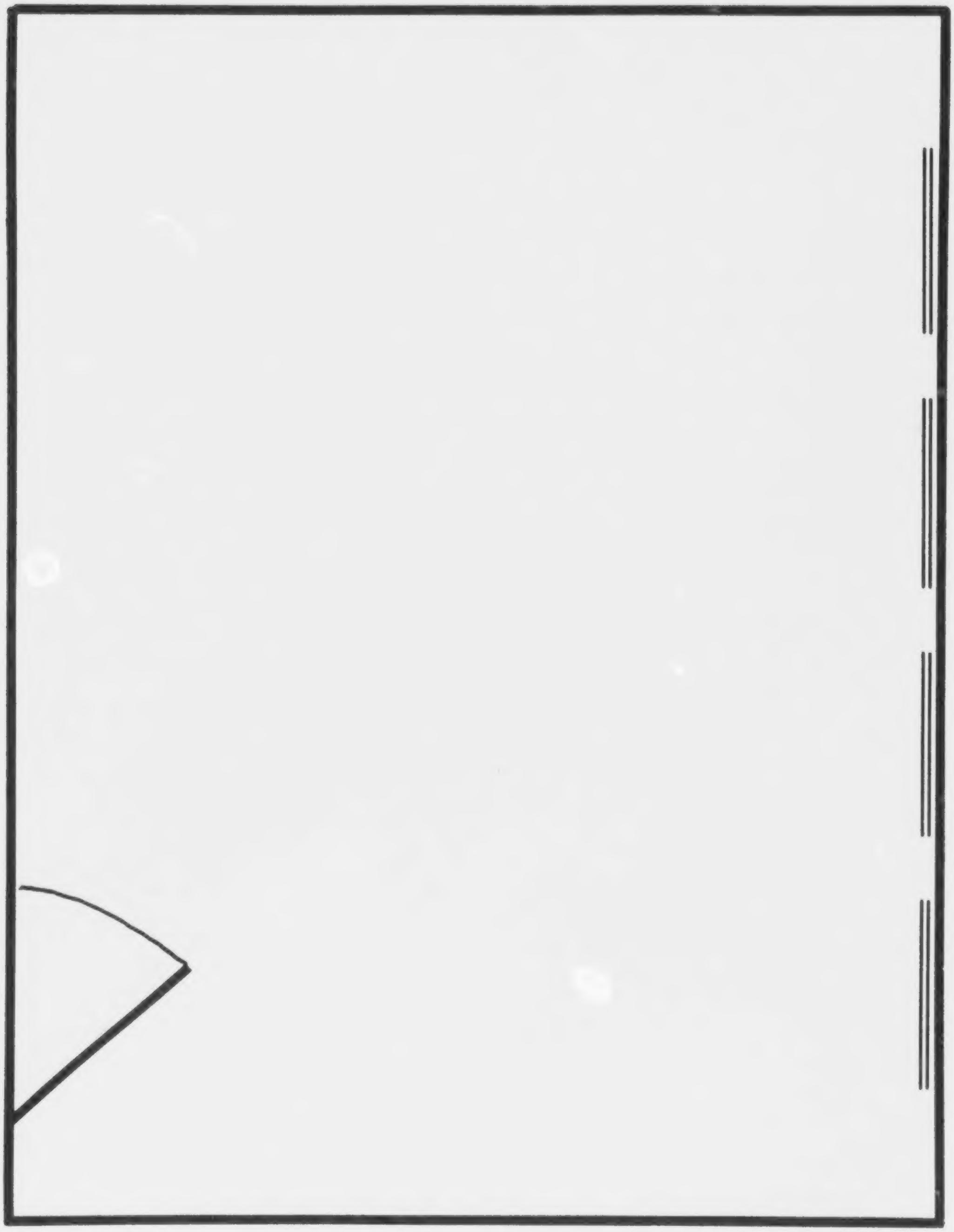
Vocabulary

American flag
back
city
county
crossing
front
great seal
left
Liberty Bell

"Old Glory"
right
run
safety
Statue of Liberty
Uncle Sam
United States
Virginia

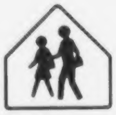
Worksheet SP 4

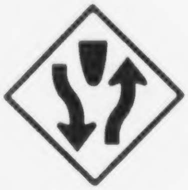
FIND YOUR WAY TO VOTE IN THE CLASSROOM

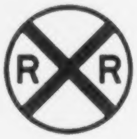


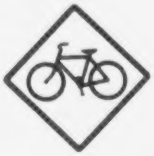
Worksheet SP 5

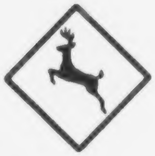
Safety Signs

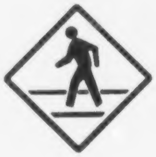




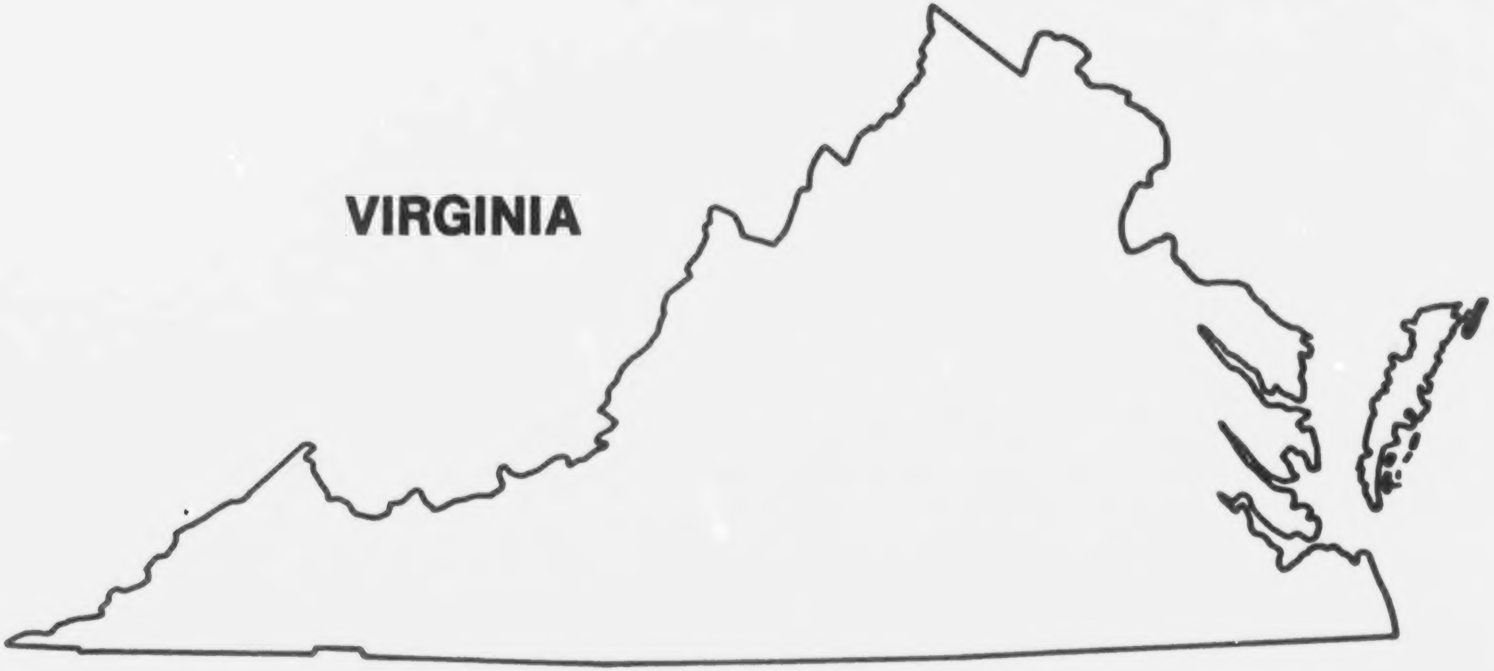








Worksheet SP 6

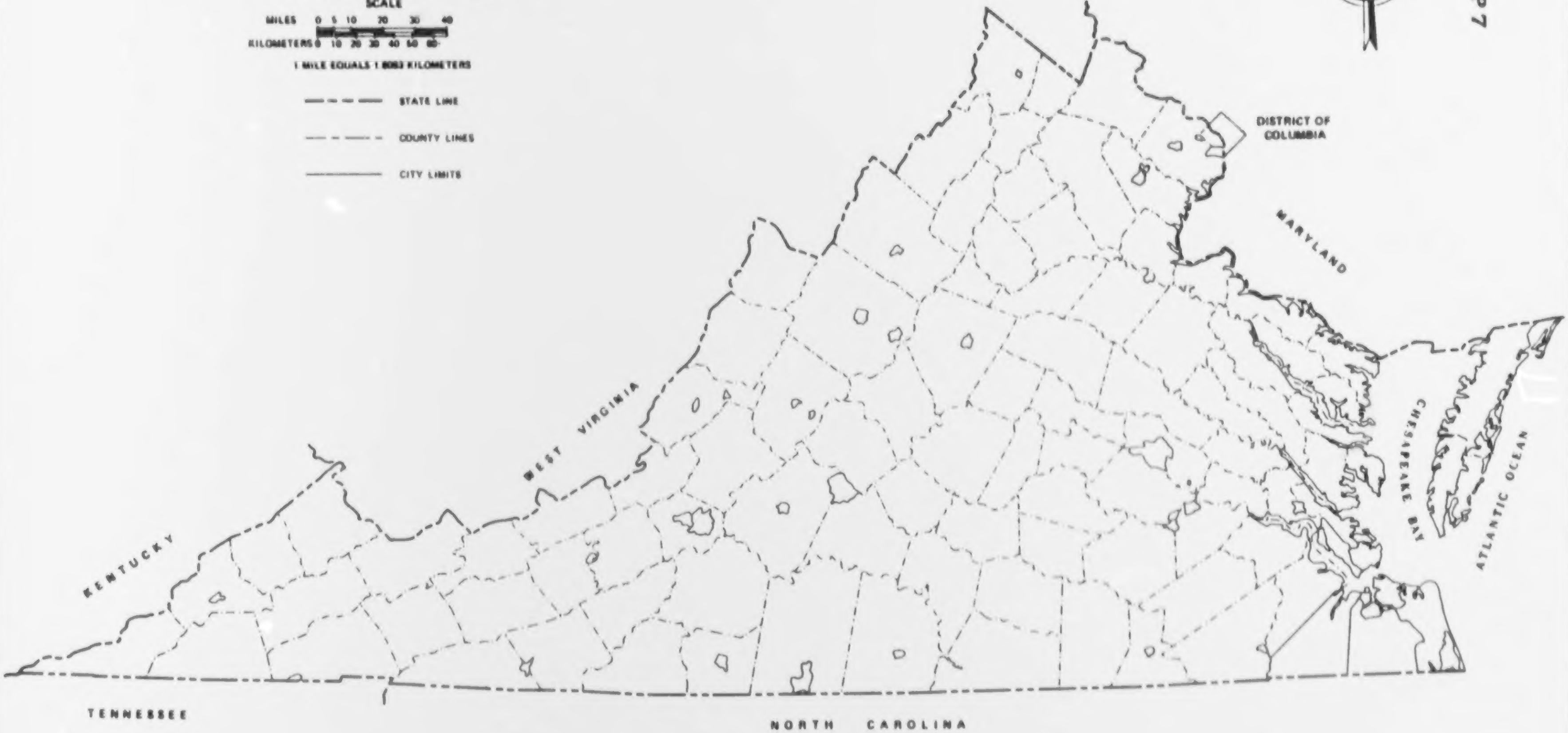


COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HIGHWAYS AND TRANSPORTATION
TRAFFIC AND SAFETY DIVISION
VIRGINIA BASE MAP

SCALE
MILES 0 5 10 20 30 40
KILOMETERS 0 10 20 30 40 50 60
1 MILE EQUALS 1.6093 KILOMETERS

— — —	STATE LINE
— - — -	COUNTY LINES
———	CITY LIMITS

Worksheet SP 7


DISTRICT OF COLUMBIA
MARYLAND
WEST VIRGINIA
KENTUCKY
CHESAPEAKE BAY
ATLANTIC OCEAN
TENNESSEE
NORTH CAROLINA

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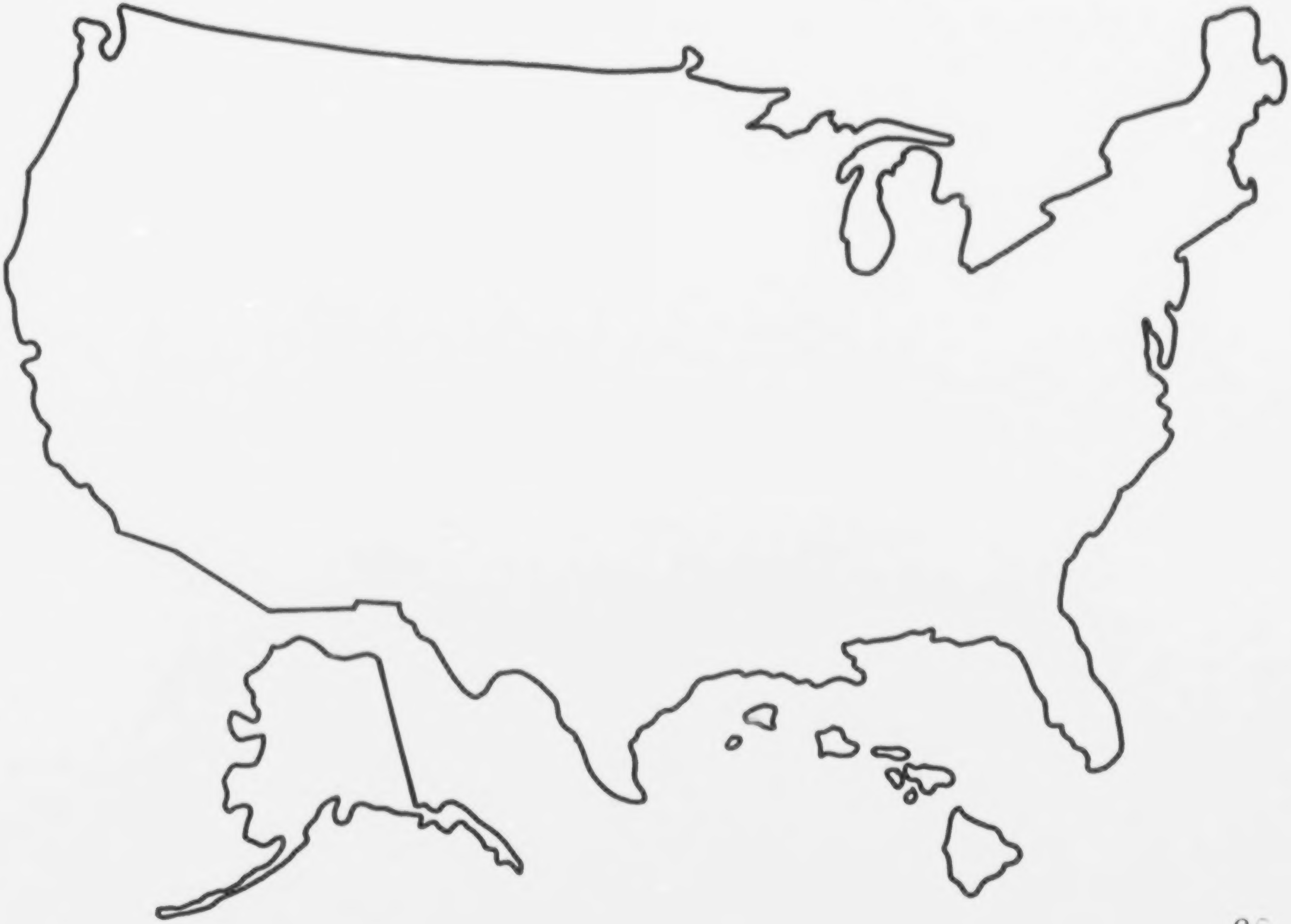
Worksheet SP 8



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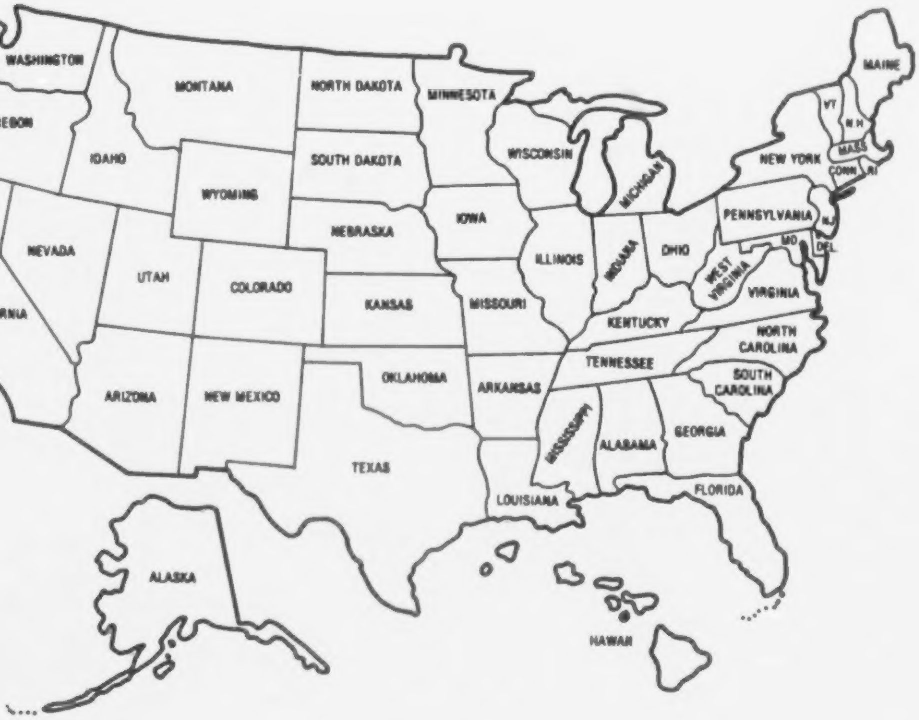
Worksheet SP 9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WEST VIRGINIA
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KANSAS
MISSOURI
CALIFORNIA
KENTUCKY
NORTH CAROLINA
TENNESSEE
OKLAHOMA
ARKANSAS
SOUTH CAROLINA
ARIZONA
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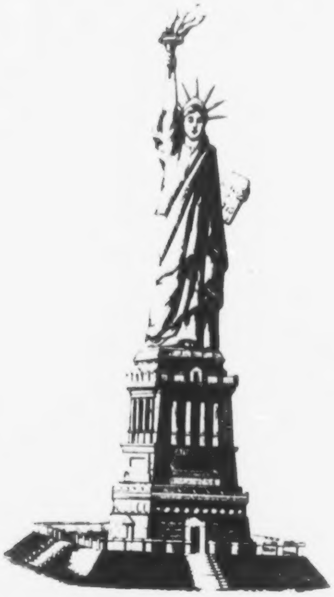
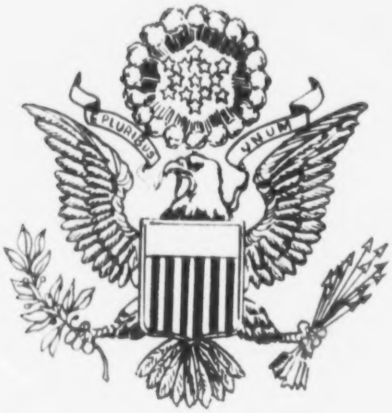
Worksheet SP 10

NATIONAL SYMBOLS

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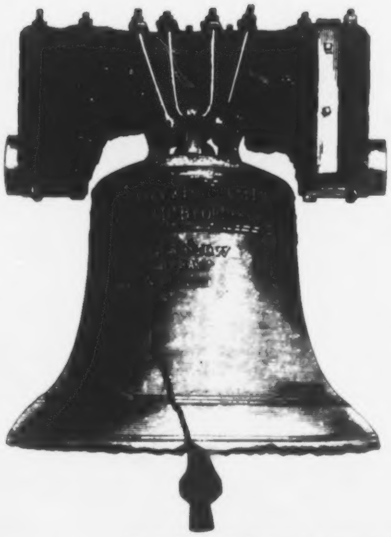

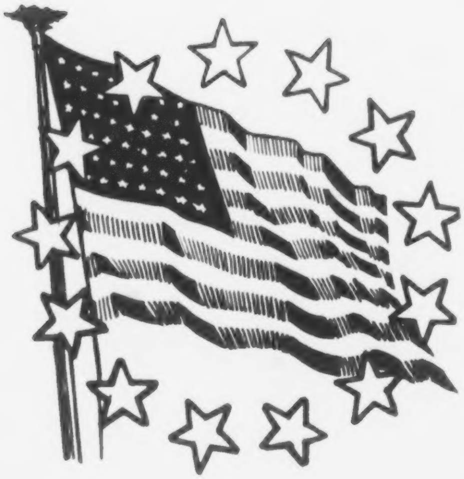

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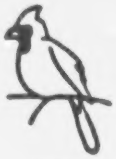
Worksheet SP 11

Student Name:________________________________

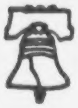
DIRECTIONS: Match each symbol with its name.

Symbols

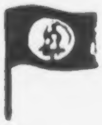
_____ 1.



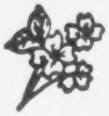
_____ 2.



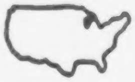
_____ 3.



_____ 4.



_____ 5.



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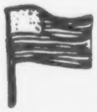
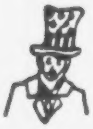
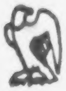


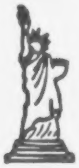
_____ 7.



_____ 8.



_____ 9.



Names

A. Liberty Bell

B. United States Flag

C. Outline map of U.S.

D. Uncle Sam

E. Statue of Liberty

F. Bald Eagle

G. State Flag

H. State Bird (cardinal)

I. State Flower (dogwood)

J. Country Flag

From the Department of Education, Testing Services

STRATEGY—Vote

Major Idea

On the primary level, the student first learns that voting is making a choice, then learns different ways to cast a vote (raise hands, put figure next to favorite picture, mark picture or square on paper ballot). In a sequence of strategies, the student begins to learn that it is important to voice your opinion in a group, to participate as a group member and to participate in making rules and selecting helpers for the class.

Learning Objectives

As a result of this strategy, the student will

1. recognize voting as a way of making a choice;
2. make a paper ballot for voting; and
3. use the paper ballot to vote for class rules and class helpers/jobs.

Teaching Strategies

There are a number of opportunities for voting activities within the **Social Studies Standards of Learning** for Grades K–3. Kindergartners and first graders focus on rules at home and at school; second graders begin to recognize the need for rules to protect rights and property; third graders develop the ability to make decisions and to find solutions to problems.

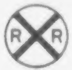
1. Ask students if they have ever had to make a choice. What kind of choices do we make? How do we make them? What about choices we make in the classroom? What kinds of choices do we make together as a group? How do we make those choices?

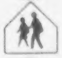
   What is voting? How do we vote in the classroom? What kinds of decisions and choices do we make by voting? (LO 1)

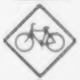
2. Demonstrate to students how to make their own paper ballots and class ballot box. Demonstrate by using a sample paper ballot and the method of checking a choice on the ballot in order to cast a vote. Lead class in voting activity. (Worksheets SP 12 and SP 13, pages 93 and 95) (LO 2)

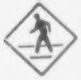
3. Lead in a discussion of jobs that need to be done in the classroom and/or rules that are needed in the classroom. Have students list these jobs and rules and using paper ballots, vote on which ones will be used in the classroom. (Worksheet SP 15, page 99) (LO 3)

4. Ask students what rules they follow on the way to school. What signs do we see that remind us of these rules?


Railroad crossing


School crossing


Bicycle crossing


Pedestrian crosswalk

Show examples of these signs. Ask students to select which signs they think apply to the neighborhood around the school. (Worksheet 14, page 97)

Evaluation

No formal evaluation

Teaching Aids/Resources

Make Your Own Paper Ballot: Worksheet SP 12
Check the Square Ballot: Worksheet SP 13
Safety Rules Ballot: Worksheet SP 14
Four Choices Ballot: Worksheet SP 15

Vocabulary

caution
choice
cross
paper ballot
safety rules
vote

Worksheet SP 12

MAKE YOUR OWN PAPER BALLOT

BALLOT

☐ Ice cream

☐ Popcorn

Instruct students to take out a plain piece of paper and write "BALLOT" at the top as shown. Demonstrate this to students.

Then ask students either to paste a picture of what they are voting for, draw a picture of what they are voting for, or write the words for what they are voting for. Next, have students place a square beside each item from which they have to choose (as shown in sample). The level of activity you select for your students depends upon their grade level and their abilities.

Worksheet SP 13

CHECK THE SQUARE BALLOT

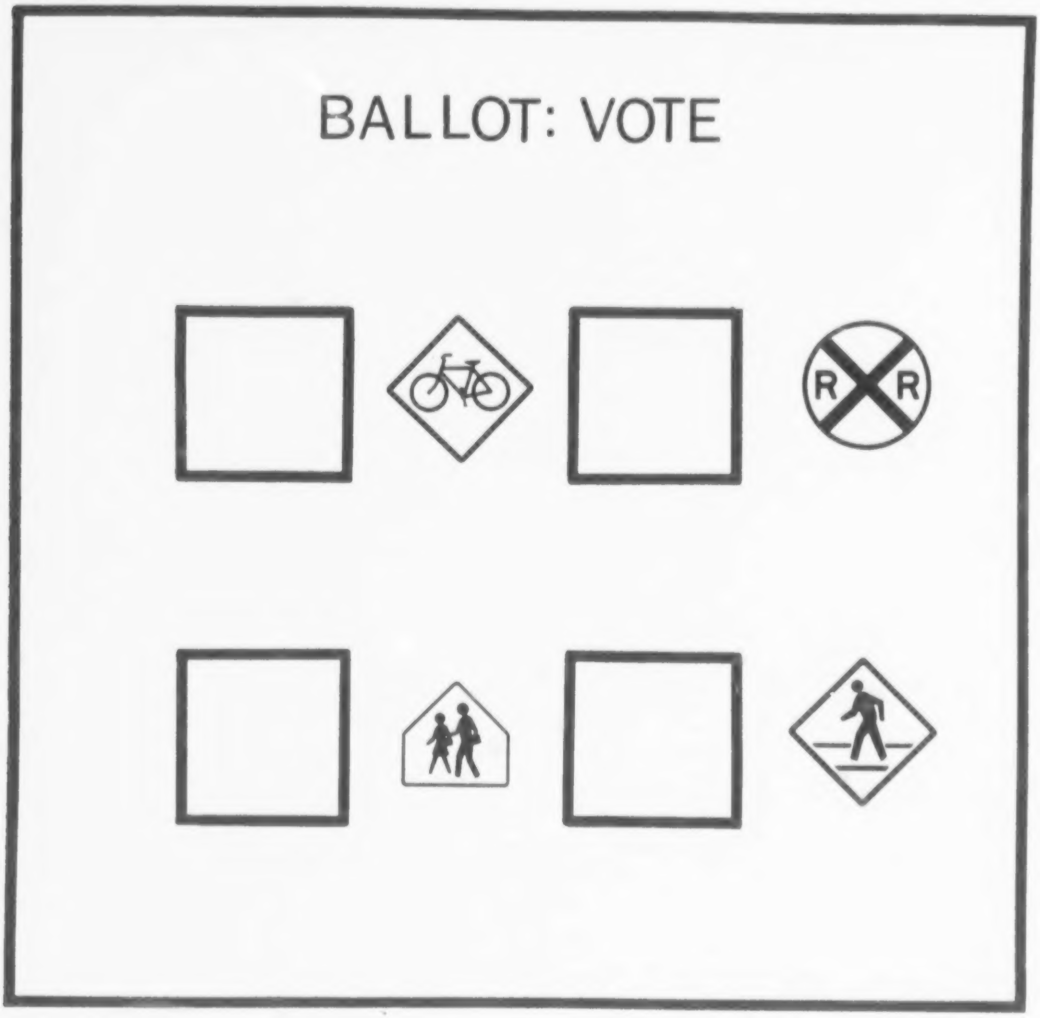
BALLOT: VOTE

☐

☐

Worksheet SP 14

SAFETY RULES BALLOT


BALLOT: VOTE
R R

Worksheet SP 15

FOUR CHOICES BALLOT

BALLOT: VOTE

☐ ☐

☐ ☐

INTERMEDIATE GRADES 4-6

Grade: Four

Introduction

The content in fourth grade strategies is communicated through an interdisciplinary approach to Virginia and American history from 1607–1850.

Dramatization is an excellent tool to develop the student's understanding of the process by which decisions are made among people with a variety of beliefs and individual interests. **Social Studies Standards of Learning** for grades K–3 provides a concrete base for using dramatization as a learning experience.

The student explores the basis for the laws and rights Virginians have adopted over the years, and develops a knowledge of and appreciation for the function of representative government. (STRATEGY—**Individual Rights in Virginia,** pages 103–105).

The student has an opportunity to relive familiar and significant experiences in the context of historical situations. With this backdrop, the student is able to examine alternative ways people in Virginia history have made decisions to protect the interests of the group members. (STRATEGY—**People, Property and Protection,** pages 113–114).

STRATEGY—Individual Rights in Virginia

Major Idea

This strategy acquaints the fourth grader with the rights guaranteed to citizens of Virginia in the Virginia Declaration of Rights, the Bill of Rights and the U. S. Constitution and the responsibilities citizens of the Commonwealth have to maintain these rights through individual participation in the democratic system of government.

Learning Objectives

As a result of this strategy, the fourth grade student will

1. explain what is meant by a representative government;
2. identify the documents that give us our voting rights;
3. realize that with rights come certain responsibilities such as voting;
4. contrast a royal governor with a present-day elected governor;
5. participate in ways that affect decisions of interest; and
6. identify individuals who have contributed and/or are contributing to Virginia history.

Social Studies Standards of Learning Objectives

4.5 *The student will identify reasons why the Virginia colony was settled and give reasons for its hardships and successes.*

Emphasis will be on factors such as planning, search for riches, search for adventure, presence or absence of women, children, minorities, leadership and Indian relations in the growth of Virginia and other colonies.

4.10 *The student will describe how selected individuals made outstanding contributions to Virginia's history.*

These individuals will include government leaders, military leaders, women, minorities and Native Americans.

Teaching Strategies

Certain historical documents give us rights in a representative government:

1. Virginia Declaration of Rights: basic rights of each citizen, similar to the Bill of Rights.
2. United States Constitution: rights granted state and federal government and American citizens.

Pay particular attention to the right to vote. Since most government leaders are elected by the people, voting is an important right that affects the history of this country.

Assign students to read the textbook material covering this information. Lead the students in a discussion of the textbook materials. Examine copies of these documents for related information. Focus on the affects individual opinions had on decisions that affected the course of Virginia history.

1. Lead students in a discussion of representative government and Constitutional rights. Divide the class into sections and ask them to enact the process of representative government. Assign students parts by historical figures in a dramatization of Constitutional issues. Review the principles outlined in the textbook. (Worksheet 17, page 111) (LO 1)

2. Instruct students to look up and list the documents that give us our voting rights. Lead students in making a chart showing the differences in voting in the 1800's and in the 1980's. (Worksheets 15 and 16, pages 107 and 109) (LO 2)

3. Relate state and national elections to citizens' rights and responsibilities which are ensured in our legal documents: a) people vote for representatives during elections; b) representatives listen to and speak for the people. Ask the class to demonstrate their understanding of representative government by enacting the process in a more complex situation: the group representatives will speak for group and individual interests. Give them some examples to get them started. (LO 3)

4. Plan and conduct field trips to Jamestown, Williamsburg, Richmond and/or city and county government buildings and museums to give students an appreciation for and an awareness of the seats of government. See Supplemental Materials: Primary, pages 79 and 81 and Supplemental Materials: Intermediate, page 151 for maps of Virginia. Tour guides frequently give historical information to supplement what you teach in class. Follow with a discussion of the reasons why the Virginia colony was settled and the reasons for its hardships and successes. Emphasize the individual settlers and their problems and concerns. (SOL 4.5)

5. Collect and display pictures related to our current Governor. Also display current events news articles relating to State government and the decisions made by our Governor. Ask students to prepare pictures and mock headlines to news articles that contrast the royal governor to our elected governor. (LO 4)

6. Lead students in the preparation of letters written to a delegate of the General Assembly requesting information about his work, how a bill becomes law and information about a bill that interests the class. (LO 5)

7. Invite parents to share their personal information and collections of historical and present-day materials. Also ask them to share information about careers in government.

8. Lead class in a discussion of the individuals studied during the unit. Have them choose a favorite and prepare a written or oral report about him or her. Compile notes from the reports and review them with the class. Follow with an oral informal quiz. Make sure that students give the name of the person and the major contribution(s) made to Virginia history. See page 122, Strategy 7 for names of blacks and women who contributed to our history and affected our voting rights. (SOL 4.10)

9. More advanced fourth grade groups may be interested in doing oral or written reports relating to this study. Students with advanced abilities in oral expression and in research skills may enjoy developing a dramatization relating to the Constitutional Convention (Worksheet 17, page 111).

Evaluation

No formal evaluation
Informal observation

Teaching Aids/Resources

Comparison Between Voting in 1800's and 1980's: Worksheet 15
Testing Instrument: Worksheet 16
Dramatization—Constitution: Worksheet 17

Filmstrip: "State and Local Government in Virginia"
Pamphlet: "The Virginia Student/Parent Mock Election," Commonwealth of Virginia, Department of Education, Division of Humanities and Secondary Administration
Documents and Symbols of Democracy, Commonwealth of Virginia, Department of Education, Division of Humanities and Secondary Administration.
Virginia History and Geography, Chapter 8, Commonwealth of Virginia, Department of Education, Parke Rouse, Jr., Deanna Gordon and Norma Jean Peters, Silver Burdett Company, Morristown, New Jersey, 1985.

speakers
newspapers
textbook guides
copies of Virginia Declaration of Rights and U. S. Constitution

Vocabulary

Bill of Rights
Constitution
U. S. Constitutional Convention
Virginia Declaration of Rights

Worksheet 15

Voting in the 1800's and 1980's

	1800's	*1980's*
Who votes:	Any white male citizen over 21 who has resided for 2 years in state and 1 year in local area	All citizens 18 years or over who are residents of the state
Where votes are cast:	At county seat	At precinct polling place
How votes are cast:	On paper ballot placed in a ballot box	On voting machines in most localities

Worksheet 16

I. Directions: Using the chart "Voting in the 1800's and 1980's" fill in the blanks below.

1. Only __________ citizens could vote in the 1800's.
2. In the 1800's, a voter had to be __________ years old.
3. Prior to voting, the voter had to live in the state for __________ years in the 1800's.
4. In the 1800's voters would have cast their votes at __________.
5. All votes were cast on __________ in the 1800's.
6. These ballots were placed in __________.
7. In the 1980's, voters have to be __________ years old.
8. Votes are cast at __________ in the 1980's.
9. __________ are used to cast ballots in the 1980's.

I. Using the information you have about voting, choose the best answer and draw a line under your choice.

1. A piece of paper on which a vote is marked is called a (a) ticket, (b) a check, (c) a ballot, or (d) a wrapper.
2. The right to vote is given to citizens by the (a) Declaration of Independence, (b) London Company, (c) Virginia Statute of Religious Freedom, or (d) the U. S. Constitution.
3. All citizens can vote once they are (a) 18 years old, (b) 21 years old, (c) 16 years old, or (d) 25 years old.
4. Leaders in government are chosen in an event called (a) a party, (b) a ballot, (c) an election, or (d) a precinct.
5. The constitution can be changed by (a) documents, (b) vote of the people, (c) the President, or (d) Governor.

II. 1. Based on the chart, determine what year it will be when you can vote for the first time.

2. Using the chart, tell how the changes in voting will affect you.

Worksheet 17

Dramatization relating to the Constitutional Convention.
Dramatize a single day at the Constitutional Convention.

Costumes:

Costumes such as wigs and tri-cornered hats may be made from yarn and construction paper. Other colonial-type costumes may be used if available.

Staging:

Classroom or auditorium, as available.

Cast:

Include such characters as George Washington, James Madison, George Wythe and Edmund Randolph.

Directions:

The class may be divided into several groups, each of which will dramatize one day of the Convention. Pupils should use the text or other reference materials as a basis for their performances. Simple or detailed dialogue may be used as desired. Teacher will direct and assist with this task.

STRATEGY—People, Property and Protection: The Beginning of Virginia Government

Major Idea

This strategy acquaints the fourth grade student with democratic government from colonial times to the present.

Learning Objectives

As a result of this strategy, the fourth grade student will

1. explain the significance of the House of Burgesses and the need for local government;
2. compare the House of Burgesses with the General Assembly; and
3. locate on a map the three seats of state government: Jamestown, Williamsburg and Richmond.

Social Studies Standards of Learning Objectives

4.12 *The student will describe the process by which a government was established in 17th century Virginia.*

Focus will be on the characteristics of Virginia's early government and its individual leaders.

4.14 *The student will identify chronologically the major events in Virginia history from 1607–1850.*

Focus will be placed on developing an awareness and understanding of the sequence of those major events that shaped the future growth and development of Virginia, e.g., arrival of first settlers, blacks, women and development of local leadership and technological advances that led to economic and social change.

Teaching Strategies

Representative government in the New World began in Virginia.

The House of Burgesses, established in 1619, was the forerunner of present Virginia government and the beginning of democracy in America. As the colony changed to a state, the royal governor was replaced with elected leaders. Later, it became necessary to have organized local governments. Virginia has had three locations (seats) for state government during its history.

Assign students to read the textbook material covering this information. Lead the students in a discussion of textbook material. Introduce local government through the use of city and county history guides and current events. Focus on a body of people working together to build effective government.

1. Select students to participate in dramatizations of the first meeting of the House of Burgesses. Outline the first laws passed at that meeting. (Worksheet 18, page 115) Follow with a discussion of the significance of the House of Burgesses and the need for local government. (LO 1)
2. Prepare and distribute a chart of the similarities and differences between the General Assembly and the House of Burgesses. (Worksheet 19, page 117) Involve students in a discussion of the material covered on the chart. (LO 2)

3. Assign students to draw a map and locate capitols: Jamestown, Williamsburg and Richmond. Have students identify the location of the present capitol and the three seats of State government. (Supplemental Material: INTERMEDIATE, page 151 and Supplemental Material: PRIMARY, pages 79 and 81 for maps of Virginia) (LO 3)

4. Show films which contribute to students' appreciation for and understanding of the development of government. (Teaching Aids/Resources, this page) Have students describe the process by which our government was established in 17th century Virginia. (SOL 4.12)

5. Lead students in developing a timeline bulletin board identifying the chronology of major events in Virginia history from 1607 to 1850. Assign individual reports on each major event. (SOL 4.14)

Evaluation

No formal evaluation

Teaching Aids/Resources

Dramatization—House of Burgesses: Worksheet 18
Comparison of the House of Burgesses and the General Assembly: Worksheet 19

Film: "Eighteenth Century Life in Williamsburg, Virginia—Community Life," State Film Library, Catalog No. 73109.
Film: "Jamestown—A Place of Beginning," State Film Library, Catalog No. 08208.
Film: "Jamestown Colony–1607 through 1620," State Film Library, Catalog No. 21008.

The Colonies in Transition, 1660–1713. Wesley Frank Craven. New York: Harper and Row.
Hornbook of Virginia History. Richmond, Virginia, Virginia State Library.
Virginia: A History. Louis D. Rubin, Jr., New York: W. Norton and Co., Inc.
Virginia: A Pictorial History. Parke Rouse, Jr., New York: Charles Scribner's Sons.
Virginia—The New Dominion. Virginius Dabney, New York: Doubleday and Co., Inc.

Vocabulary

Burgess
capital
capitol
county
Governor
House of Burgesses

Worksheet 18

Dramatization

Dramatize three of the laws passed by the first session of the House of Burgesses. Examples of the laws to be dramatized include: (1) no colonists may trade a gun to an Indian; (2) all planters must bring their guns to church for protection; and (3) no settler may travel more than 20 miles from the settlement without permission.

Costumes:

1. Students may be divided into Indians and settlers.
2. If feather headbands are available or can be made, the Indians may use these. Other Indian dress may be used as available to make drama as realistic as possible.
3. Settlers may make caps or hats with feather plumes, wear long dresses or other colonial-type costumes, if available.
4. Toy or stick gun may be used.

Staging:

Open area of classroom, gymnasium or playground as available.

Cast:

As many Indians and settlers as needed

Directions:

Law 1: Indian tries to trade for gun from settler and is refused. Indian trades for gun and settler is arrested.

Law 2: Settlers walking to church with men carrying guns.

Law 3: Lone settler walking as if traveling away from settlement and is attacked by Indians.

Dialogue may or may not be used as group desires.

Worksheet 19

Comparison of the House of Burgesses and the General Assembly.

	House of Burgesses	General Assembly
Meeting Place	Wooden church at Jamestown	Capitol building in Richmond
Organization	1 group of Burgesses with 6-member Virginia council that served the Royal Governor	2 groups—Senate and House of Delegates
Members	22	40 in the Senate 100 in the House of Delegates
Types of Members	All were tobacco farmers. All were white men.	All types of career people—teachers, lawyers, businessmen; men and women; black and white.
How Chosen	Selected from 22 large plantations.	Elected by people in each district; 40 districts for Senate and 100 districts for House of Delegates.
Meeting Time	Once a year	Every year from the second Wednesday in January for 60 days in even-numbered years and 30 days in odd-numbered years.
Work	To make laws for colony.	To make laws for state.
Governor's part in law making	Enforced laws for the colony made in England. Vetoed laws made by House of Burgesses that he did not approve of. He could dissolve (do away with) the House of Burgesses.	Must sign a bill before it becomes law or veto a bill so it will not become a law; cannot dissolve the Assembly

Grade: Five

Introduction

The content of fifth grade strategies presents a factual base of knowledge about the three branches of government and voting rights and introduces the concepts of law, democracy and government. The material covered in fifth grade expands upon the study of Virginia and American history 1607–1850 which is introduced in the fourth grade. The student is aware that the process of decision-making includes facts, opinions, influences and emotions.

STRATEGY—**Voting Rights and Individuals,** pages 121–123 is a sequence of case studies of the personalities and events that influenced voting laws from 1607–1850. As the student enacts historical roles he/she influences the direction and decisions of the group and becomes aware of the significance of personal history and individual needs in shaping events and decisions.

STRATEGY—**Three Branches of Government,** pages 125–132 compares government to a family. Government structure is applied by example to the classroom experience and the roles of the three branches of government are clarified through construction exercises.

STRATEGY—Voting Rights and Individuals

Major Idea

One of the major rights we share in our democracy is the right to vote. As our nation developed, individuals representing different interests gave good reasons why our laws and documents should allow them equal freedoms with other Americans. They wanted the right to vote. Whether or not a person had the right to vote greatly affected his/her life, privileges and freedoms.

Learning Objectives

As a result of this strategy, the fifth grade student will

1. recognize the reasons that lead to changes in our documents;
2. participate as a member of a group to make decisions;
3. identify the roles individuals played in early America; and
4. list who had voting rights and who did not in America, 1607–1868.

Social Studies Standards of Learning Objectives

5.3 *The student will identify major periods and events in the history of the United States and state the roles played by key individuals.*

The emphasis will be on the periods and events including the exploration and development of the colonies, the American Revolution, the westward movement, the Industrial Revolution, the Civil War and the establishment of our government.

5.5 *The student will identify the important ideals expressed in the Declaration of Independence, the Constitution of the United States, the Virginia Declaration of Rights, and the Virginia Statute of Religious Freedom.*

The emphasis will be on identifying the reasons for writing these documents and how these documents have influenced our lives today.

Teaching Strategies

1. Ask students the rules by which our early colonists were governed. List them and include a) the English property requirement for the privilege to vote, b) the fact that people were considered citizens of the country in which they were born and c) the fact that between 1792 and 1868 each American state determined who could vote and who could not (most denied equal voting rights). (SOL 5.5)

2. Ask students to describe the early colonists and landowners. Who were some of them (white, male, landowners)? In what ways were they alike? Who among them could vote? What rules were they used to following? Were these rules good for everyone? (LO 1)

3. See Supplemental Materials: Intermediate, page 153 and Supplemental Materials: Primary, pages 83 and 85 for United States map. Use the map as a resource and ask students to name groups of people who were in early America, i.e., Indians, free black landowners, indentured servants, women, farmers, frontiersmen, slaves, laborers. Did these people have equal rights? What did they do? Were there things they could not do?

How were they treated? Was everyone's situation the same? What did they do if they did not like how they were treated? (LO 4)

4. Assign students to read and prepare a written report on an early American of their choice. (LO 3)

5. Devote time to role play and discuss different situations that might have occurred in the lives of different groups of early Americans. (Worksheet 20, page 123)

6. Lead class in a problem-solving session. What could these people do to change voting rights in America? (LO 2)

7. Following this period in history several individuals helped to change voting rights. Women who aided suffrage were Abigail Adams, Susan B. Anthony, Lucretia Mott and Elizabeth Stanton. Blacks who sought to change laws and freedoms include Rev. Absalom Jones, Alexander Crummell, James South, John Brown, Sojourner Truth and Harriet Tubman. Assign each student a report on one of these people. (SOL 5.3)

8. Lead class in a discussion of voting as we know it today. Who has the right to vote? Ask students to describe some ways they think our freedoms have changed. Have them identify some of the people who have contributed to the changes in our freedoms. (SOL 5.3 and 5.5)

Evaluation

Reports on early Americans
Informal observation

Teaching Aids/Resources

Voting Rights and Individuals: Worksheet 20

Song: "John Brown's Body"
Heath Social Studies—Grade 5
Encyclopedias

Vocabulary

group decisions
qualifications
results
suffrage
voting

Worksheet 20

VOTING RIGHTS AND DISFRANCHISED INDIVIDUALS 1792–1920

Barriers affecting voting rights: language, race, sex, land ownership and local law

INDIANS

Although Indians fought with the English against the French and owned land in America, they could not be citizens and could not vote in the United States. An interesting thing to note is that Englishmen who settled in the colonies customarily thought of citizenship as a birthright to anyone born in a country and thought of property ownership as a requirement for the right to vote. Indians were granted voting rights in 1870. (15th Amendment)

SLAVES

Slaves were not allowed to vote.

FREE BLACK

Free blacks owned property and fought in the Revolutionary and 1812 wars with white colonists, however they were not allowed to vote because they were black. Blacks were granted voting rights in 1870. (15th Amendment)

BLACKS

There was a literacy requirement to vote in many states, and there were poll taxes in other states. In many cases, these prohibited blacks from voting even after the 15th Amendment was passed.

SMALL FARMER IN NORTH CAROLINA

Farmers who had 50 acres or more could vote in elections for both the lower and upper house of the state legislature. Farmers with fewer than 50 acres could vote in elections for the lower house.

VERMONT WHITE MAN

When Vermont became a state in 1792, all white males continued to share the privilege to vote—as they had when Vermont separated from New Hampshire and New York.

WOMEN

Most local laws did not allow women the right to vote. Women were granted voting rights in 1920. (19th Amendment)

MASSACHUSETTS WORKER

In order to vote in Massachusetts, a man needed to own at least 50 acres of land. If a man owned less than 50 acres, he was considered a citizen but could not vote.

STRATEGY—Three Branches of United States Government

Major Idea

The American government, at both the state and federal levels, is separated into three branches. These branches, the **executive, judicial** and **legislative,** were instituted so that no one group or individual exercises too much power. These branches are given separate yet overlapping powers so they are able to exert control over one another.

The three branches of government are administered by men and women in elective or appointive offices. It is important that students learn to associate government with people.

Learning Objectives

As a result of this strategy, the student will

1. name the three branches of government and their functions;
2. identify the major offices and responsibilities for each branch of the state and federal governments;
3. make organizational charts of the state and federal governments; and
4. identify the relationships between the three branches of the federal government.

Social Studies Standards of Learning Objectives

5.1 *The student will interpret maps, charts, graphs and political cartoons.*

The emphasis will be on the introduction of longitude and latitude; the use of legend, scale and elevation; and the use of timelines, bar, line and circle graphs, and chart construction.

5.6 *The student will describe the basic activities of the three branches of the federal government.*

The emphasis will be on understanding the responsibilities of the executive, legislative and judicial branches and how they function in a democratic government.

Teaching Strategies

1. Compare the function of government to a family unit that needs rules. First, the family leader decides how to make the rules, how to enforce the rules and how to interpret the application of rules in relation to things that happen.
2. Divide the classroom into three groups to illustrate the function of the three branches of government:

   Student Group
   Teacher Group
   Principal Group

   Establish responsibilities of each group. Teacher Group makes classroom rules; Student Group supports rules; and Principal Group interprets rules.

After discussion, lead into the organization of the government being related:

Executive Branch—enforces law
Legislative Branch—makes the law
Judicial Branch—interprets the law

Discuss the idea of each branch being part of a whole yet separate. Each branch has its own separate responsibilities but they all work together for the government to operate effectively. Discuss the idea of separation of powers as opposed to one group or individual making all decisions. (LO 1, 2 and 5) (SOL 5.6)

3. Provide each student with a copy of this information.

Federal Government: Executive—President/Vice President, Cabinet
Legislative—Senate/House of Representatives (Congress)
Judicial—Supreme Court

State Government: Executive—Governor/Lt. Governor/Attorney General
Legislative—Senate/House of Delegates (General Assembly)
Judicial—Supreme Court

In groups of two or more students, make "Concentration Cards" that cover this information.

Concentration Cards—How to Make Them

A. Use construction paper (different colors for state and federal or 3 × 5 index cards).

B. Make matching pairs of cards (for example, President—Executive Branch).

Concentration Cards—How to Play

A. Place all cards face down.

B. Players take turns trying to uncover matching cards.

C. A player turns over two cards each turn.

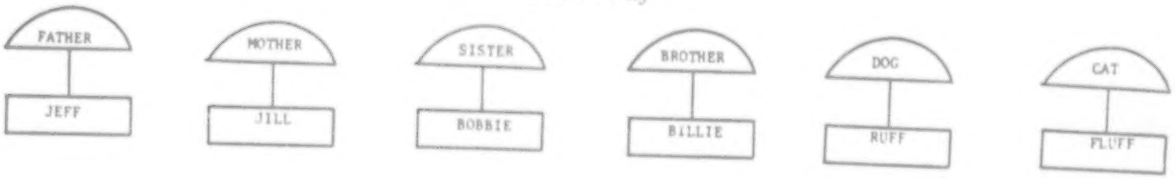
D. If they match, he/she collects them and takes another turn.

E. If they do not match, the cards are turned back over and the next player takes his turn.

F. The player with the most matches is the winner.

4. Introduce the idea of an organizational chart. Provide examples from everyday life, i.e., family, school, to explain this concept.

Our Family



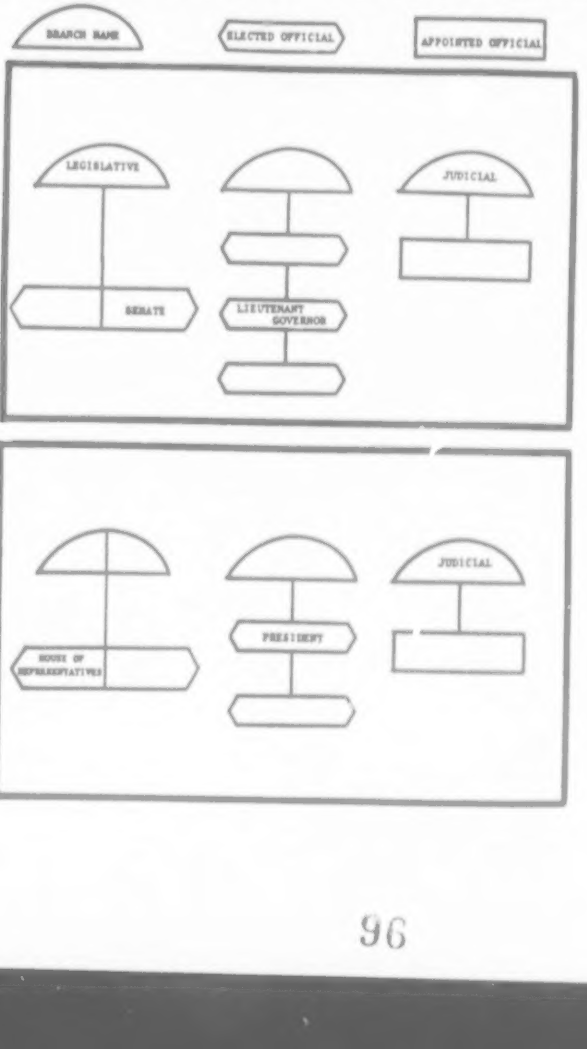
Have students construct organizational charts for the federal and state governments. Different symbols may be used to designate the type of information. (Worksheet 22, page 131) (LO 4) (SOL 5.1)

5. Review powers of each branch of state and federal government. Review each office to discuss how they have power over each other. (Worksheet 21, pages 129–130)

Examples:

President	Has power over:
	Congress—vetoes laws Supreme Court—appoints justices
Congress	Has power over:
	President—overrides vetoes controls money for armed forces Supreme Court—approves appointments
Supreme Court	Has power over:
	President/Congress—decides on constitutionality of laws

BRANCHES AND OFFICES OF GOVERNMENT


BRANCH NAME
ELECTED OFFICIAL
APPOINTED OFFICIAL
LEGISLATIVE
JUDICIAL
SENATE
LIEUTENANT GOVERNOR
JUDICIAL
HOUSE OF REPRESENTATIVES
PRESIDENT

Evaluation

Completion of handouts
Class discussions
Informal observations

Teaching Aids/Resources

Understanding Government: Worksheet 21
Organizational Chart: Worksheet 22

Concentration game

Film: "Christopher For President," by Addie, 1973 Western Publishing Company, Inc.
Film Number 79712: "Presidency—Search for a Candidate," Commonwealth of Virginia, State Library
Film Number 02213: "President of the United States—Too Much Power," Commonwealth of Virginia, State Library
Film Number 99612: "U. S. Congress—Of, By and For the People," Commonwealth of Virginia, State Library
Film Number 58912: "U. S. Supreme Court," Commonwealth of Virginia, State Library
D. C. Heath and Company Family Activity Sheet—Unit 4
"Mailbox," Intermediate Edition, August, 1984.

Vocabulary

Attorney General
cabinet
U. S. Congress
executive
General Assembly
Governor
House of Representatives
judicial
legislative
Lieutenant Governor
President
rules
Senate
Supreme Court
Vice President

Worksheet 21

UNDERSTANDING THE GOVERNMENT

B. Who's Who in Government? Fill in the blanks with the name of the person who presently holds each office.

1. Governor ______________________________
2. Lieutenant Governor ______________________________
3. Attorney General ______________________________
4. President ______________________________
5. Vice President ______________________________

C. Use the words in the word box to complete the sentences below the box.

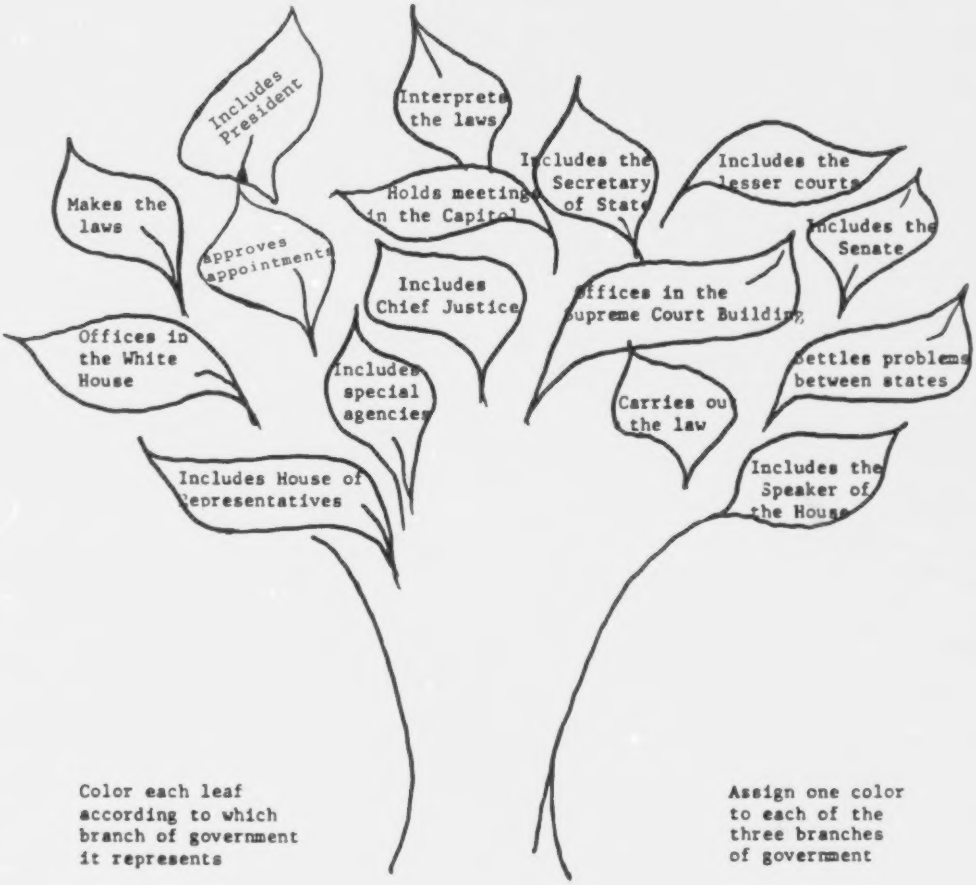
---

executive
legislative
Congress
election
voter
candidate
Judicial
House of Representatives
President
cabinet
rules
Republican
Senate
primary
vote
Democrat
Supreme Court

---

1. Person who votes. ______________________________
2. Person who seeks to be elected. ______________________________
3. A choice expressed by written ballot, voice, show of hands. ______________________________
4. A branch of government that enforces laws. ______________________________
5. A branch of government that makes laws. ______________________________
6. A branch of government that interprets laws. ______________________________
7. Two major political parties are ______________ and ______________.
8. ______________ and ______________ make up Congress.
9. The ______________ is made up of two houses in the Legislative Branch.
10. A court that reviews decisions. ______________________________
11. Guidelines that have been set to protect people. ______________________________
12. The top official of the United States government. ______________________________
13. An election between two members of the same party. ______________________________
14. Group of 11 people who assist the President of the United States.

____

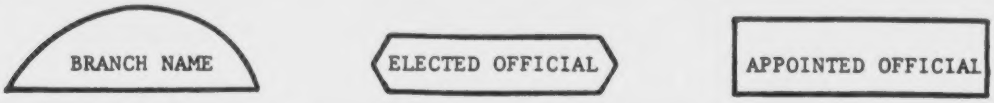

Includes President
Interprets the laws
Makes the laws
Holds meetings in the Capitol
Includes the Secretary of State
Includes the lesser courts
Approves appointments
Includes the Senate
Includes Chief Justice
Offices in the Supreme Court Building
Offices in the White House
Includes special agencies
Settles problems between states
Carries out the law
Includes House of Representatives
Includes the Speaker of the House

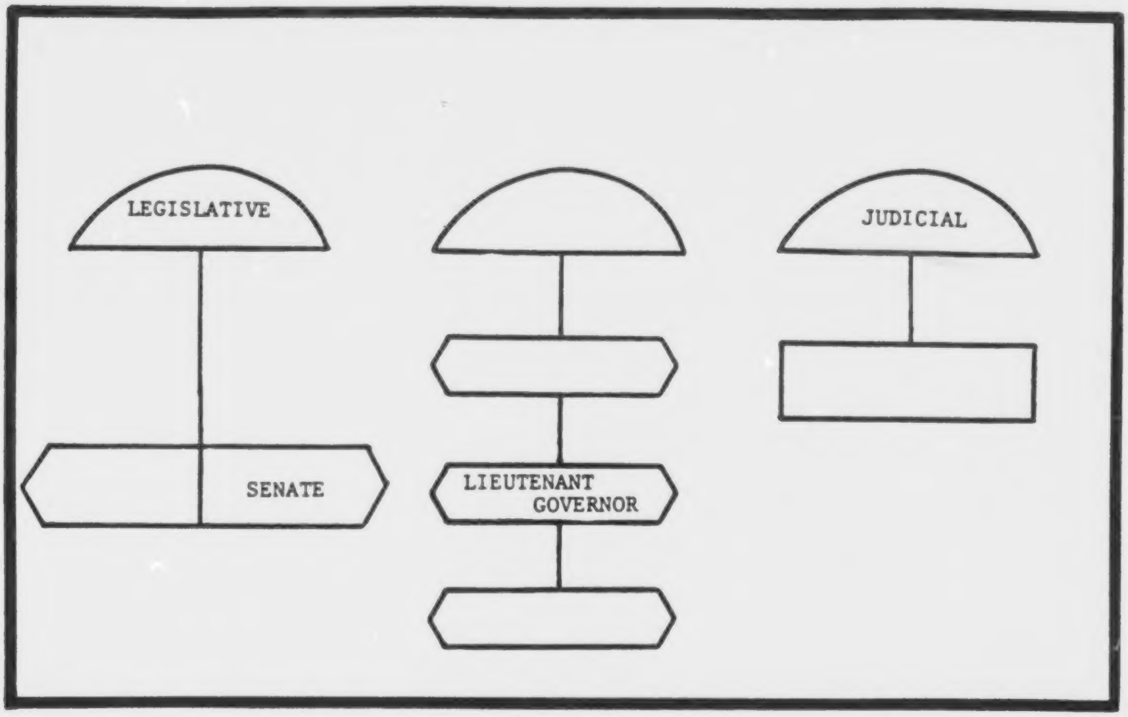
Color each leaf
according to which
branch of government
it represents

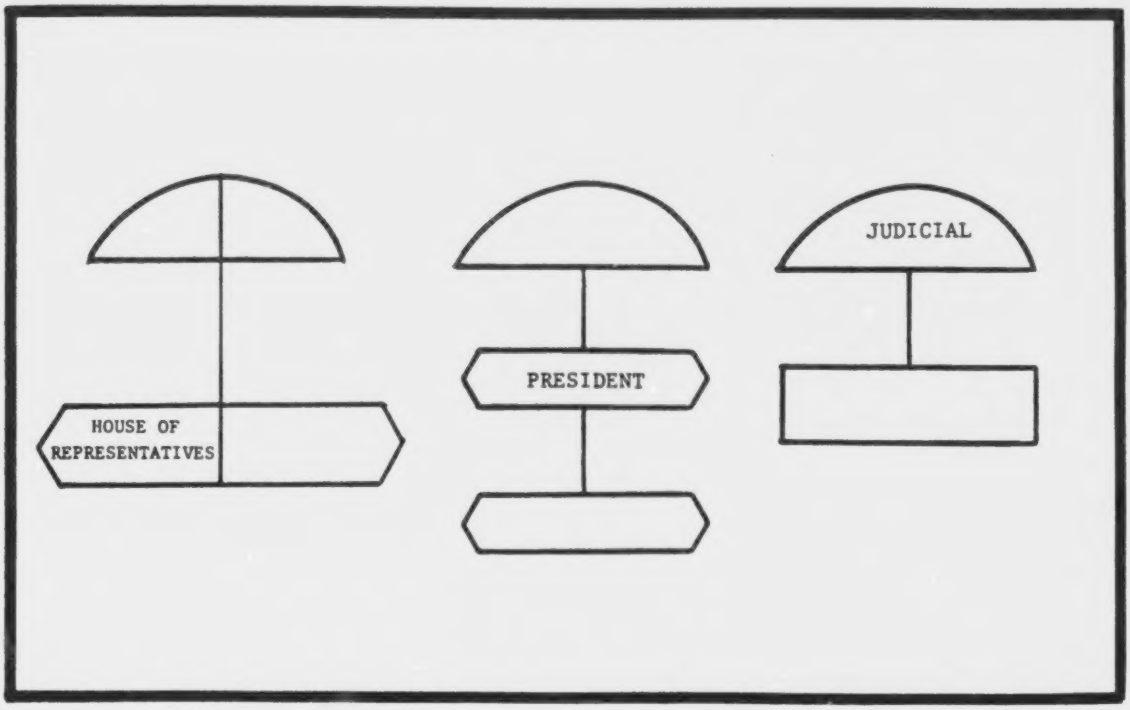
Assign one color
to each of the
three branches
of government

Intended for duplication
adapted from "The Mailbox," The Education Center, Inc., August 1984, page 26

Worksheet 22 BRANCHES AND OFFICES OF GOVERNMENT


BRANCH NAME
ELECTED OFFICIAL
APPOINTED OFFICIAL


LEGISLATIVE
JUDICIAL
SENATE
LIEUTENANT GOVERNOR


JUDICIAL
PRESIDENT
HOUSE OF REPRESENTATIVES

Grade: Six

Introduction

The sixth grade student is able to use reasoning skills in the study of world history. Knowledge of other cultures and patterns of living develop the basis for each student's understanding of U. S. government. The student learns the basic rights granted to the citizens of major societies of the world. Comparison of governing systems allows the student to examine the advantages and disadvantages of each system. In STRATEGY—**Decisions in World History,** pages 135–142, the student analyzes different forms of government and the effects each government has on the lifestyles of its citizens.

Individual freedom and voting are directly related in all societies. In STRATEGY—**Effect of Elections on World Cultures,** pages 143–147, the student learns the importance of voting by studying the history of elections and other methods of making decisions.

STRATEGY—Decisions in World History

Major Idea

Decisions which affect the citizens of a nation are made by one leader, an autocracy (or dictatorship); by a small group, an aristocracy; or by the citizens through their representatives, a democracy. Voting rights are an essential indicator of the basic freedom of the citizens of any nation.

Learning Objectives

As a result of this strategy, the student will

1. write simple definitions of autocracy, aristocracy and democracy;
2. give contemporary and historical examples of the three methods of government;
3. identify and explain the relationship of voting to democracy; and
4. cite examples of power shared by different branches and/or levels of government.

Social Studies Standards of Learning Objectives

6.9 *The student will identify the origin and development of democracy as a form of government.*

Emphasis will be on early development of democratic ideals and the influence of these ideals in the evolution of democratic societies. (A study of the Greek states should serve as a foundation for this study.)

Teaching Strategies

1. Direct students in a discussion and written definition exercise of historical forms of government in given cultures and societies (countries) exploring the **autocratic, aristocratic** and **democratic** forms. (LO 1)

2. State a problem which exists in class such as students not bringing proper supplies to class; habitual tardiness; disruptive behavior; failure to complete homework; leaving desk/surroundings untidy to develop a framework for exploring the operation/function of each form of government in the classroom.

   Illustrate autocracy by appointing one student and telling him/her and all others that he/she will make the decision as to the solution and that all must obey his/her decision. The autocrat then announces his/her decision. Student reactions should stimulate a discussion as to the fairness/unfairness of this form of rule.

   Then select 3 or 4 class members to compose the aristocracy. Follow the same procedure in allowing them to reach a decision for the group. Discuss reactions.

   Then ask for another way to make a decision which affects all members of the class. The preferred method is for each member of the class to secretly vote.

3. Divide the class into three groups and assign each group one of the three types of government (autocratic, aristocracy or democracy). Have students create a narrative depicting a typical class as it would be conducted under the particular type of govern-

ment designated to their group. Prepare students to act out the narratives they have written. (LO 2)

4. Have each student decide upon the type of government he/she chooses for that specific class and prepare an essay stating the reasons for the choice. Ask students to share their ideas with the class.

5. The Founding Fathers of the United States were responsible for deciding upon the type of government which this newly formed country would have. The one requirement they felt should be met was that it be a "people's government". They relied upon their experiences with English and French law and their knowledge of the Greek and Roman contributions to law and government. The results of the efforts of our Founding Fathers is the basis for our government today—the Constitution of the United States. The Constitution not only forms the basis of our government, but it also contains guarantees of precious rights and freedoms guaranteed to the individual. (SOL 6.9)

   Lead students in a discussion of individual rights of citizens in a democratic form of government. Point out the lack of rights of individuals living under nondemocratic types of government. Also mention that some rights have been "given" to some groups of people only after they have demanded them. All rights were not given to individuals at one time, rather they have emerged as the result of changes in society and demands by the citizenry. (LO 3)

6. Have the students compare the rights given to the individual by the Magna Carta with those guaranteed in the Bill of Rights and relate that right to students' own lives by having them state how each right listed would or does affect them. This could be done individually or in small groups. Have students complete a chart filling in the information. (Worksheet 23, page 139) Lead a review discussion of the origin and development of democracy as a form of government. (SOL 6.9)

7. (This activity is for more advanced students.) Have the students research the changes which have been made in the parts of the Constitution dealing with elections:

   a. method of election U. S. Senators;

   b. election of President and Vice President; and

   c. changes in dates for taking office.

   Emphasize the fact that it took two branches of government working together to accomplish each of these tasks. Help the student understand the concept of the amending process. Ask them to answer questions concerning the steps in the amending process, why it takes two branches of government working together to amend the Constitution and why it was necessary to amend the Constitution in order to change the law. (LO 4)

8. (This activity is for more advanced students.) Using the Constitution for reference, have students list:

   a. limits placed on states' powers by the national government;

   b. limits placed on national government powers by states (reserved powers); and

   c. list groups whose voting rights have been expanded.

9. Using the democratic process, lead students in an election of "teacher assistants" for a designated period of time to set up audiovisual aids, to show filmstrips, etc. (LO 3)

10. Explain the different types of voting and give major advantages and disadvantages of each type. Emphasize the evolution of the secret ballot. Possible examples:

    a. casting lots;

    b. white and black stones;

    c. colored balls used in Florence and Venice called "ballotta". Our word ballot was derived from this;

    d. Pilgrims—raising hands/using corn and beans; and

    e. early colonists voice vote.

    f. current voting systems used in Virginia (Worksheet 24, pages 141 and 142) (SOL 6.9)

Evaluation

Observe role playing activity
Evaluate individual papers
Collect and evaluate the written narratives
Evaluate application of content during the role playing exercise
Collect and evaluate the chart completed by the students
Collect and evaluate lists compiled by students
Evaluate students' participation

Teaching Aids/Resources

Rights in Magna Carta and Bill of Rights Chart—Worksheet 23
Voting Systems—Worksheet 24

"The World Past and Present," D. C. Heath and Co., 1985.
"Our World," Ginn and Co., 1979.

Vocabulary

amendments
aristocracy
autocracy
Bill of Rights
casting lots
cultures
democracy
folkways
Magna Carta
mores
secret ballot

Worksheet 23

RIGHT	INCLUDED IN MAGNA CARTA	INCLUDED IN BILL OF RIGHTS	EFFECT ON ME PERSONALLY

Worksheet 24

VOTING SYSTEMS[1]

Teacher's Background

The power to govern is exercised, either directly or indirectly, through our right to vote. Voting is our way of making decisions, of speaking out to express our opinion on issues and of expressing satisfaction or dissatisfaction with public officials.

The methods used to vote are many. The oldest and most common form of voting is the "voice vote." This method was used in the early American colonies in the 1700's and is used today by civic organizations, clubs and in classrooms. In this method, the voter simply responds aloud with an appropriate "aye" or "nay," "yes" or "no" to the issue to be voted upon. This method has one important drawback—it does not provide for secrecy. Voting in secret is necessary to protect the voter from undue influence, persuasion, coercion and bribery when voting. It protects the voter's right to express his or her own opinion.

Another old popular method of voting requires that each voter be given two balls, one black and the other white. The black ball signifies a "no" vote and the white ball signifies a "yes" vote. The voter simply drops the appropriate ball into a container to vote. This method is the origin of the expression "to blackball" meaning "to vote against". While providing for secrecy, this method of voting allows for only "yes" or "no" votes and can be quite cumbersome if there are a number of issues to be voted upon.

The method of voting used in Virginia today is derived from the Australian Ballot System. To vote under this system, the voter marks a uniform ballot while alone in a booth. If paper ballots are being used, the following is required:

1. The ballots must be uniform in paper quality, size, color and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted.

2. The ballots must be printed at public expense.

3. The names of all candidates for the same office must be on each ballot to ensure that everyone is selecting from the same list of candidates.

4. The ballots must only be distributed to registered voters and only one ballot set to each voter.

5. There must be absolute secrecy in voting.

6. Only official ballots must be counted.

Besides voting on paper ballots, people in Virginia vote on levertype machines and punch card voting devices. Regardless of the device used, the secrecy of the vote must be ensured. A vote is cast on a paper ballot by marking an "X" in the square beside the name of the candidate.

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[1] Adapted from *Speak Out!*, Illinois State Board of Elections, p. v.

SYSTEMS OF VOTING[1]

Student Overview

The ancient Greeks voted by use of white stones for "yes" and black stones for "no." Romans voted on wax tablets using a pointed stick. In Florence and Venice, they voted with colored balls called "ballotta," from which comes our word "ballot." The Pilgrims voted by raising their hands; some early settlers used corn and beans to vote "yes" or "no." In some of the early colonies, people voted "viva voce" or by voice. People sometimes vote today by saying "aye" or "nay."

Political parties used to print their own ballots in different colors. In the late 1800's, we began using the Australian ballot using white paper. Some cities have voting machines on which the voter pushes down a lever for each vote. Some places in Virginia now vote on punch cards. The votes are counted by a computer.

New ways of voting are being tried. These include voting by telephone or by television connected to computers. People are constantly trying to invent new methods of voting that are cheap to build and to maintain, that are easy for the voter to use, that provide a fast and accurate vote count, and that protect the secrecy and honesty of the vote.

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[1] Based on *Election Day* by Mary Kay Phelan

STRATEGY—Effect of Elections on World Cultures

Major Idea

Elections have influenced world cultures since ancient times. Elections are a form of decision making exercised by **eligible** individuals. The degree of **freedom** a country allows its citizens determines the type of elections which are held.

Learning Objectives

As a result of this strategy, the student will

1. relate major changes in society to decisions made or influenced by voting and/or elections;
2. distinguish between world changes resulting from elections and those resulting from other methods of decision-making;
3. relate the type of election to the degree of freedom practiced in a particular country; and
4. relate the career opportunities of a country and its citizens to the practice of freedom.

Social Studies Standards of Learning Objectives

6.2 *The student will identify some environmental and cultural factors that influence the lives of the people within a nation.*

These factors will include geography (landforms, natural resources, climate, etc.), history (religions, politics, etc.), and economics (supply/demand, trade, etc.).

6.3 *The student will identify major changes in a society and determine the causes and effects of these changes.*

These changes will include the following categories: historical (revolutions, elections, etc.), economic (depressions, inflation, etc.), environmental (natural disasters, pollution, etc.), technological (space travel, Industrial Revolution, medical) and sociological (family patterns).

6.6 *The student will identify world problems and suggest possible solutions and consequences.*

Students will be given a situation in which they must identify a world problem, suggest possible solutions and predict their consequences before making a final decision.

6.7 *The student will identify and describe important periods and events of world history.*

Emphasis will be placed on the following periods and events: early civilizations, European explorations, Renaissance, world wars, space exploration, etc. The use of timelines and B.C./A.D. are encouraged.

Teaching Strategies

Students will have already completed work on ancient and classical civilizations and be able to draw from prior knowledge gained in these areas. (SOL 6.2)

1. Brainstorm with students or provide them with specific instances of great change in civilization. Lead students in determining the cause for each of these changes. Further investigate to show the cause and effect relationship between the decision-making process and the event. Ask students if they think these events might have been different had they been put to popular vote. (LO 2) (SOL 6.3)

Suggested events:

   a. Fall of Roman Empire

   b. Establishment of a national religion in England

   c. Feudalism

   d. American Revolution

   e. French Revolution

   f. Hitler's persecution of Jewish people

2. Instruct students to use textbook and library resources to discover events in history of man which were the end results of either good decisions or poor decisions. Have them state the event and the decision which caused it. Then have students predict the course of events if the decision had been reversed. (LO 1)

   This could be done for a recent current event—capital punishment, animal experimentation, handling of hostage situation, changes in social programs at all levels, trade relations with or aid to non-democratic countries, etc. (SOL 6.6)

3. Use a timely political issue to illustrate opposing positions on issues which are finally decided through a referendum—lottery issue, school board selection, bond issue or dog leash laws. Direct students in a survey of people before a vote is taken to determine their feelings on the topic and after the vote to try to determine the reason for the results of the election. Survey forms and tabulation methods could be designed by the students. The surveys should be kept simple and only be involved with one issue. (SOL 6.6)

4. Lead students in discussion of an election in a foreign country. This should center around a current election if one is being held or a very recent election which received enough publicity to cause the student to be aware of it.

   Have the student research the type of government that a particular country has, what type of elections it allows and individual rights of the people. (Worksheet 25, page 147) (LO 3)

5. Assign students various periods and events in world history to research. Ask them to prepare written reports with visual aids. As each student presents his/her report orally, have him/her place the visual aid on a bulletin board timeline in the appropriate place. (SOL 6.7)

Evaluation

Short essay-type quiz on causes and effects of historic and current events presented in class.

Teaching Aids/Resources

Election Information Sheet: Worksheet 25

Encyclopedia, almanacs, other references
periodicals
textbook
embassies of foreign countries
mass media

Vocabulary

branches of U. S. Government:
  Executive
  Legislative
  Judicial
democracy
eligible
freedom
prosperity
revolutions

Worksheet 25

ELECTION INFORMATION SHEET

name of country ______________________

person elected ______________________

opponent ______________________

percent of people voting ______________________

Questions to be answered concerning the election:

1. Are political parties allowed?
2. Who may become a candidate?
3. Who may vote?
4. Are persons required to vote?
5. Does the candidate have opposition?
6. How does one become a candidate?
7. What type of ballot is used?
8. Where are elections held?
9. Who finances campaigns?
10. Who supervises the election?
11. What precautions are taken to insure a fair election?
12. Who controls media? How much government control exists?

SUPPLEMENTAL MATERIAL: INTERMEDIATE

STRATEGY—Maps, Charts and Symbols

Major Idea

The ability to effectively use maps, charts and symbols is an important step toward understanding and recognizing the effects specific variables have on political divisions, population concentrations, campaign information and elections within our state and federal governments.

Learning Objectives

As a result of this strategy, the student will

1. locate state and county boundary lines;
2. locate the state capital and county seats;
3. understand the concept of population density;
4. understand facts presented through use of graphs;
5. identify and explain the significance of state symbols: flag, seal, flower, tree and bird; and
6. identify political party symbols.

Teaching Strategies

1. Have students locate state boundary lines, county or city boundary lines and state capital, using available wall maps, worksheets, road maps and/or textbook maps. Where is Virginia in relation to the rest of the United States? the World? (Worksheets SI 1, 2 and 3, pages 151–155) (LO 1 and 2)
2. Introduce the following state symbols: flag, seal, flower and bird. Follow with a discussion of the meaning of these symbols and when they are used. (LO 5)
3. Have students complete Worksheet SI 6, page 159, and lead a discussion of party symbols. When and where have you seen them? What are they?

Evaluation

No formal evaluation

Teaching Aids/Resources

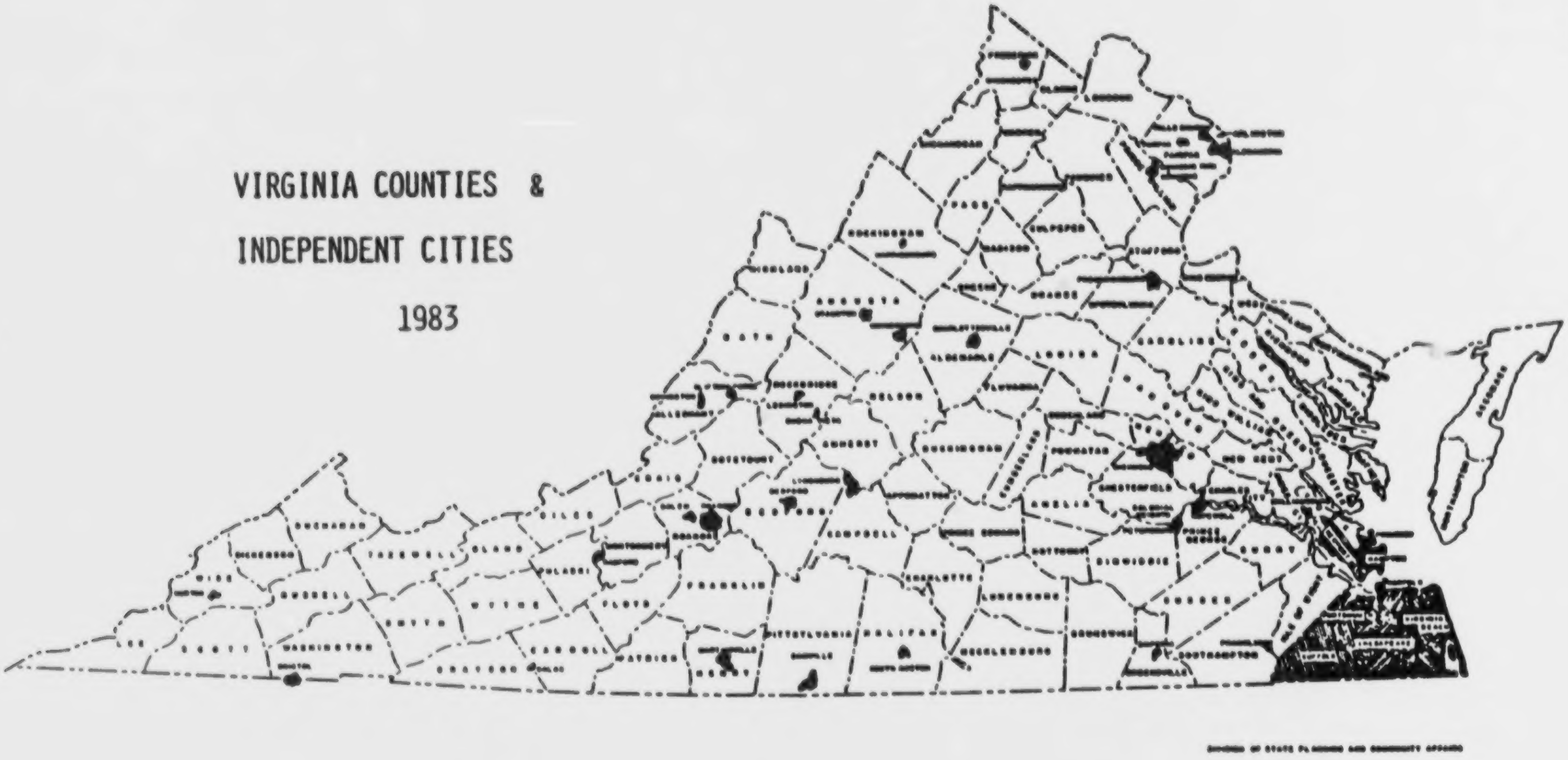
Map of Virginia: Worksheet SI 1
United States Map: Worksheet SI 2
World Map: Worksheet SI 3
Virginia Population Graph: Worksheet SI 4
State Symbols: Worksheet SI 5
Political Party Symbols: Worksheet SI 6

Documents and Symbols of Democracy. Commonwealth of Virginia, Department of Education, Division of Humanities and Secondary Administration, P.O. Box 6Q, Richmond, Virginia 23216, August, 1982.

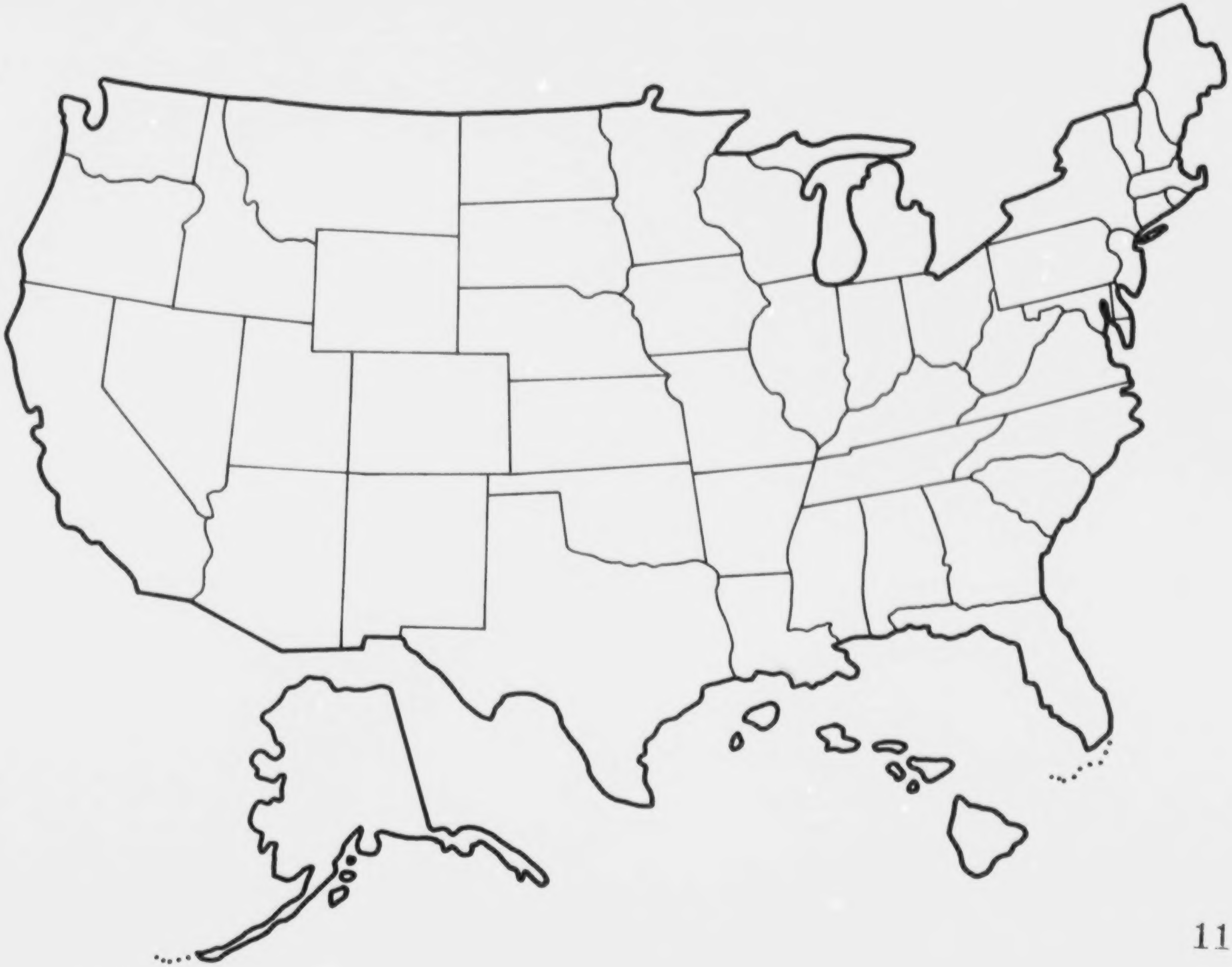
Vocabulary

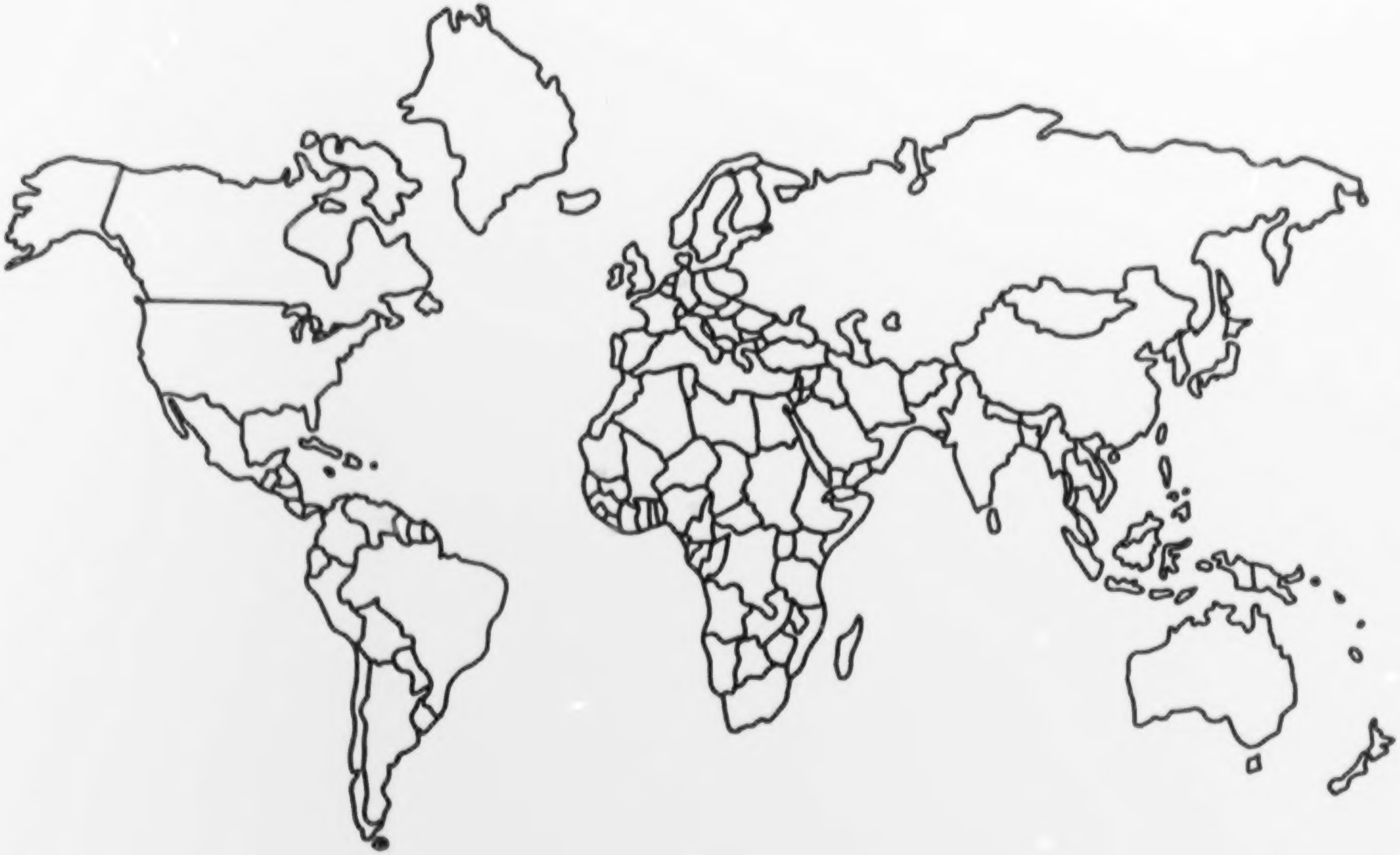
border
boundary
capital
county
graph
grid
key
population density
scale
table

VIRGINIA COUNTIES & INDEPENDENT CITIES
1983



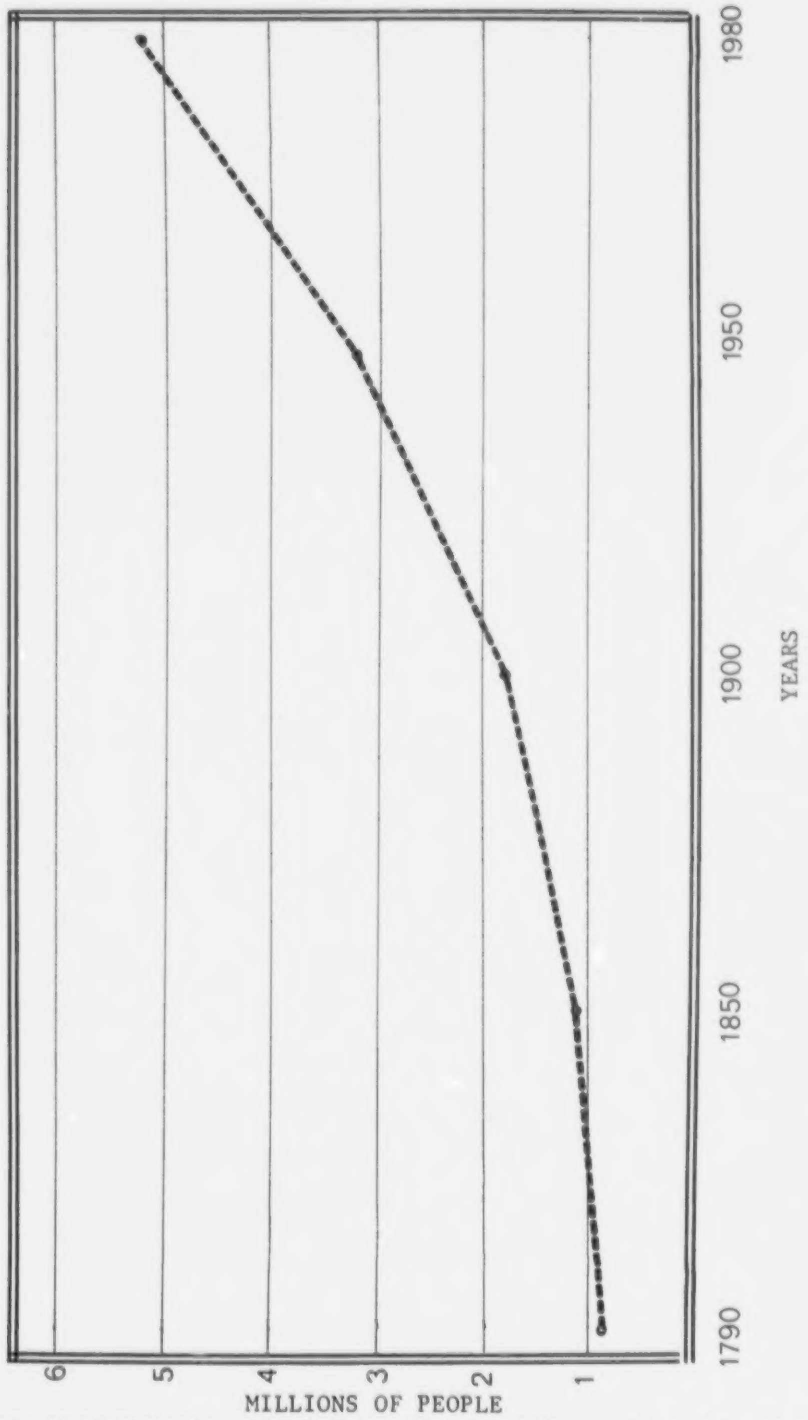
Worksheet SI 2





WORLD

Worksheet SI 4



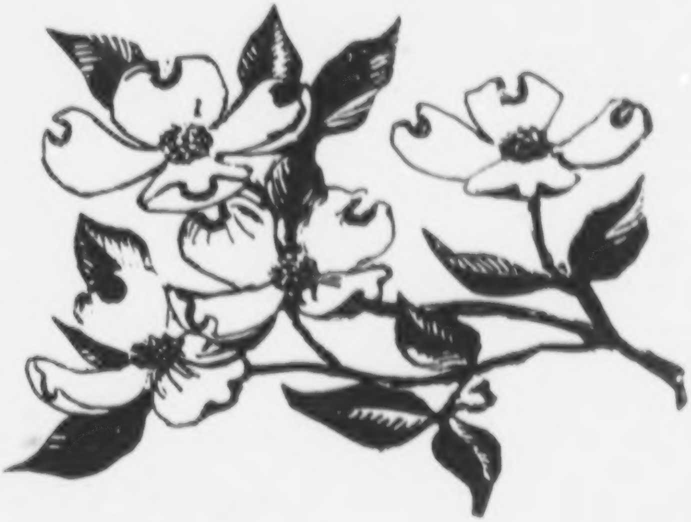
Virginia Population 1790 – 1980

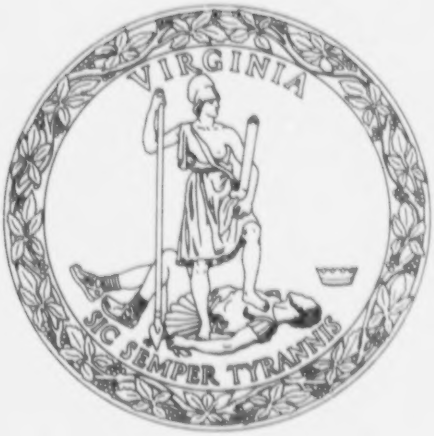
Graph from VIRGINIA HISTORY AND GEOGRAPHY, "Workbook" Virginia State Department of Education, Parke Rouse, Jr.

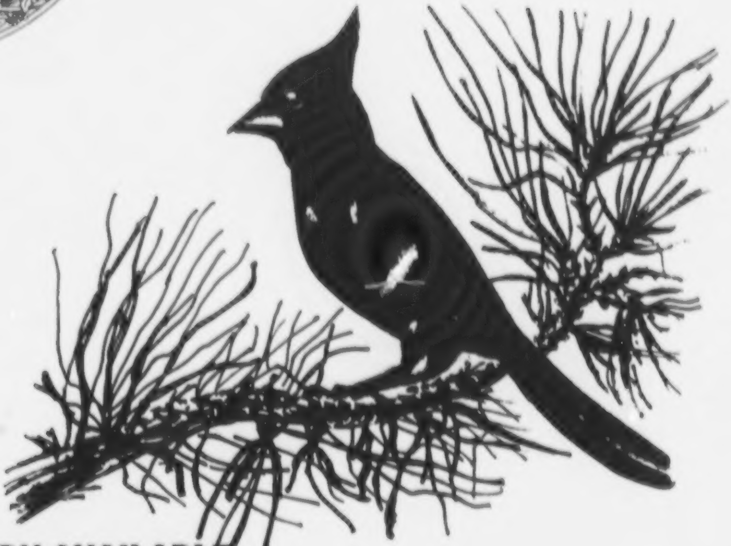
Deanna Gordon and Norma Jean Petters, Silver Burdett Company, Morristown, New Jersey, 1985

Worksheet SI 5

STATE SYMBOLS




VIRGINIA
SIC SEMPER TYRANNIS



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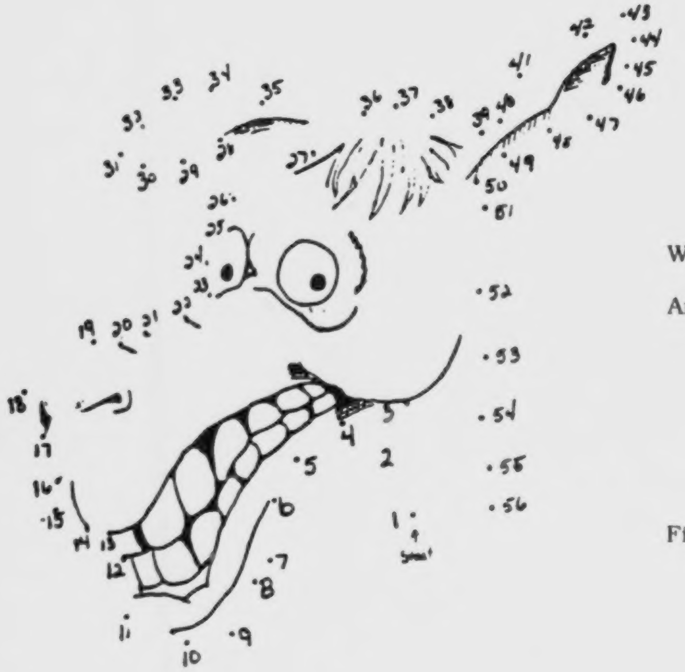
Worksheet SI 6

POLITICAL PARTY SYMBOLS*

A political party is made up of people who agree on the way the government should get things done. There are many political parties. In the United States there are two major political parties, the Democratic Party and the Republican Party.

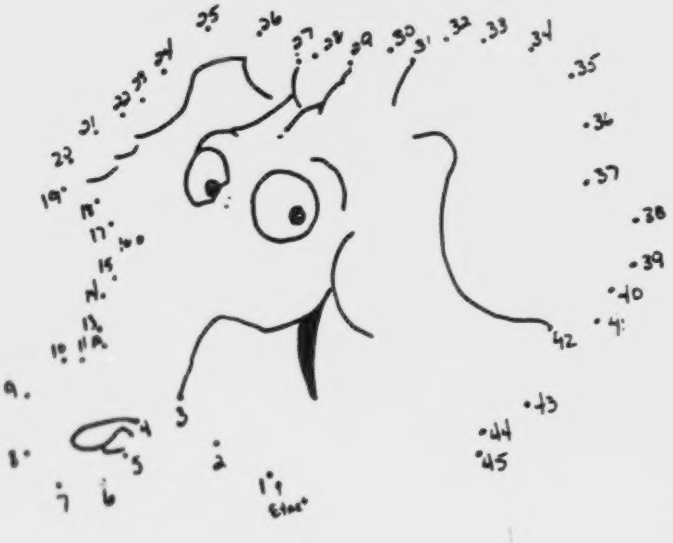
Find the Democratic Party symbol.



What is the symbol?

Answer ____________________.

Find the Republican Party symbol.



What is the symbol?

Answer ____________.

Adapted from *Games Even Democrats Can't Lose* and *Games Even Republicans Can't Lose*, American Publishing Corp., 125 Walnut St., Watertown, Mass. 02172, 1980.

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STRATEGY—Election Procedures

Major Idea

Students will learn how an election is held by conducting a simple mock election using election day procedures. This strategy answers questions students may have about what people do when it is time for them to make a choice between candidates.

Learning Objectives

As a result of this strategy, the student will

1. state that certain government officials are elected to their positions;
2. understand that during an election a citizen votes for the person he/she decides is best qualified for the job;
3. state that voters and candidates must meet certain qualifications;
4. state that there are certain procedures one must carry out to vote: register, go to the polling place, have name checked on voter list, and cast ballot (vote); and
5. understand that after all votes are cast, the votes must be counted and the candidate with the majority wins the election.

Teaching Strategies

1. Using Worksheets SI 7 and 8 on pages 163–165, lead the class in a discussion of why elections are held, how candidates campaign and the importance of one vote.
2. Relate local, state or national elections to rights and responsibilities of citizens insured in documents.
3. Lead students through the voting procedure and use vocabulary words. Demonstrate, explain and direct a class simulation of each step; begin with registration. (Worksheets 9 and 10, pages 167–169)
4. Invite local government person to visit class and explain how he/she was elected.
5. Direct a mock election using correct voting procedure. Lead this activity in the same way you would a dramatization. Assign specific roles, characteristics, responsibilities and script outlines to students. (Worksheets 11 through 15, pages 171–179)

Evaluation

No formal evaluation

Teaching Aids/Resources

Voting is Choosing: Worksheet SI 7
Your Vote Makes a Difference: Worksheet SI 8
Voting Systems: Worksheet SI 9
Registration Form: Worksheet SI 10
Signs: Worksheet SI 11

Registered Voters List: Worksheet SI 12
Ballot: Worksheet SI 13
Oath and Poll Book: Worksheet SI 14
Poll Book: Worksheet SI 15

Vocabulary

ballot
elect
election
majority
polling place
register
returns
ticket
vote
voting machine

Worksheet SI 7

VOTING IS CHOOSING[1]

by Janis Rehmar

Read the story below and discuss the questions.

Bob is a Cub Scout. Tonight his pack must **choose** its leader for the year. This is an **election.** Three boys—Dan, Bill and John—all want to be the leader. To pick the leader, all the scouts will choose. They will each **vote** for one of the boys. The boy with the most **votes** will be the leader. He will be the winner of the **election.**

Bob's older brother, Jim, wants to go to the meeting. He is not a Cub Scout, so he cannot **vote.** Only scouts can vote in the election for scout leader.

1. Name some ways the scouts could vote.
2. Should Jim be allowed to vote? Why?
3. Should Al, a Cub Scout from a different pack, be allowed to vote? Why?
4. What are some other things that people vote for?

DISCUSSION SUGGESTIONS

A. Introduce unit by focusing on choices that students make every day. Questions such as: "If there are two programs on television that you want to watch and they are both on at the same time, how do you choose which one you watch?" "When you go for an ice cream cone, how do you decide which flavor to buy?" "How do you choose what you are going to do at recess?"

Write students' responses on the blackboard, reserving any qualitative comment for later. For now, just generate discussion on choosing.

The teacher could write the following on the blackboard:

"Today I made a choice to ______________________________."

Have the students complete the sentence, noting their answers on the blackboard. Discuss the meaning of the terms **choice**—choosing; **decision**—choice from among two or more things or ways to do something.

Emphasize that one cannot make a decision or choice without having two or more alternatives from which to choose. Alternatives may be hard, turning in your best friend for cheating on a test vs. ignoring the fact that your best friend cheats; or alternatives may be equal, wearing your green jacket vs. wearing your brown sweater; or alternatives may be good, playing with your brother vs. hitting your brother.

B. Ask students what they think a rule is and list their responses on the blackboard. Have them discover there are many kinds of rules affecting many persons. Explain to the class that you are going to involve them in a makebelieve situation that requires a group decision. Emphasize: **Decisions that affect the management of groups are called political decisions. Groups need rules in order to survive. Rules regulate the behavior of group members.** The class should listen to the makebelieve situation then list alternatives on a piece of paper. Students will then share their alternatives and come up with a good practical political decision.

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[1] Reprinted from V.O.T.E., Ohio Secretary of State, Columbus, Ohio.

Situation. The students will pretend they are on a camping trip. The route is through a heavily forested area and, as darkness approaches, the campers begin to wonder when their camp site is going to come into view. A discussion is held and it becomes clear that somewhere along the way a wrong turn has been made. There is enough food for one night but the water supply is very low. They would have a hard time pitching their tents in this area. What rules are needed? What must be done?

List ideas on the blackboard under the heading ALTERNATIVES. In order to insure the safety of all campers, the students should suggest at least three solutions that might resolve the situation. Since these decisions are binding on a group, ask the class if there is a difference between the previous decisions they have made and the list on the blackboard. How did the alternatives affect the campers? Why wouldn't the judgment of the most experienced camper be accepted without question?

Have the students explain their reasons for allowing a number of the campers to make decisions. Emphasize the fact that **WHERE GROUP RULES ARE REQUIRED, A POLITICAL DECISION HAS BEEN MADE.** Students should recognize the importance of accepting decisions that will ensure the safety of all.[1]

Worksheet SI 8

YOUR VOTE MAKES A DIFFERENCE

Your vote **does** make a difference—whether on the **national, state** or **local** level. **Many** races have been **won** by few votes.

—John Kennedy was elected President in 1960 by carrying one state by less than one vote per precinct.

—Marcus Monton was elected Governor of Massachusetts in 1839 by **one** vote out of 102,066 cast.

—The 1962 Governor's race in Minnesota was so close it took four months to find out who won. The State Canvassing Board gave Anderson 619,722 votes and Rolvaag 619,580 votes. After a District Court recount, Anderson had 619,751 votes and Rolvaag had 619,842. The margin of victory was 91 votes.

—In 1845, one vote made Texas part of the United States.

—One vote saved President Andrew Johnson from impeachment conviction in 1868.

—One vote elected Rutherford B. Hayes to the presidency and the man in the Electoral College who cast that vote was an Indiana congressman elected by one vote.

—In 1950, a state senator from Garrett County, Maryland was elected by one vote. The winner had 3,080 votes; the loser, 3,079.

—One vote kept Aaron Burr from becoming President. That one vote elected Thomas Jefferson President in 1800.

—In 1974, New Hampshire had one of the closest and most contested elections in this country. In the senatorial race, Republican Louis Wyman appeared to be the winner by 542 votes. But after a recount, Democrat John Durkin was certified the winner by 10 votes. Still later, the decision was reversed and Wyman was declared the winner by two votes. After a year of court battles and controversy in congress, a special election was held in which Durkin won with 140,273 votes to Wyman's 113,004 votes.

—In 1923, one vote could have prevented Adolph Hitler from becoming head of the Nazi Party.

—Woodrow Wilson was elected President in 1916 by carrying one state by less than one vote per precinct.

—In 1978, a tie vote in a race for the Pennsylvania Legislature resulted in neither party having a majority. A recount broke the tie and gave control of the House to the Democrats.

Worksheet SI 9

VOTING SYSTEMS[1]

Teacher's Background

Voting is our way of making decisions, of speaking out to express our opinion on issues and of expressing satisfaction or dissatisfaction with public officials.

The methods used to vote are many. The oldest and most common form of voting is the "voice vote." This method was used in the early American colonies in the 1700's and is used today by civic organizations, clubs and in classrooms. In this method, the voter simply responds aloud with an appropriate "aye" or "nay," "yes" or "no" to the issue to be voted upon. This method has one important drawback—it does not provide for secrecy. Voting in secret is necessary to protect the voter from undue influence, persuasion, coercion and bribery when voting. It protects the voter's right to express his or her own opinion.

Another method of voting requires that each voter be given two balls, one black and the other white. The black ball signifies a "no" vote and the white ball signifies a "yes" vote. The voter simply drops the appropriate ball into a container to vote. This method is the origin of the expression "to blackball" meaning "to vote against." While providing for secrecy, voting can be quite cumbersome if there are a number of issues to be voted upon.

The method of voting used in Virginia today is derived from the Australian ballot system. To vote under this system, the voter marks a uniform ballot while alone in a booth. If paper ballots are being used, the following steps are required:

1. that the ballots be uniform in paper quality, size, color and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted;
2. that the ballots be printed at public expense;
3. that the names of all candidates for the same office be on each ballot to ensure that everyone is selecting from the same list of candidates;
4. that the ballots only be distributed to registered voters and only one ballot set to each voter;
5. that there be absolute secrecy in voting; and
6. that only official ballots be counted.

Besides voting on paper ballots, people in Virginia vote on levertype machines and punch card voting devices. Regardless of the device used, the secrecy of the vote must be ensured.

SYSTEMS OF VOTING[1]

Student Overview

The ancient Greeks voted by use of white stones for "yes" and black stones for "no." Romans voted on wax tablets using a pointed stick. In Florence and Venice, they voted with little colored balls called "ballotta," from which comes the English word "ballot." The Pilgrims voted by raising

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[1] Adapted from *Speak Out!*, Illinois State Board of Elections, p. v.

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[1] Based on *Election Day* by Mary Kay Phelan

their hands; some early settlers used corn and beans to vote "yes" or "no." In some of the early colonies, people voted "viva voce" or by voice. People sometimes vote today by saying "aye" or "nay."

Political parties used to print their own ballots in different colors. In the late 1800's, we began using the Australian ballot using white paper. Some localities have voting machines on which the voter pushes down a lever for each vote. Some localities in Virginia now use a punch card voting system in which votes are counted by a computer.

New ways of voting are being tried. These include voting by telephone or by television connected to computers. People are constantly trying to invent new methods of voting that are cheap to build and to maintain, that are easy for the voter to use, that provide a fast and accurate vote count, and that protect the secrecy and honesty of the vote.

ELECTION DAY JOBS

When voters in Virginia go to their polling place to vote on election day, they find people ready to help them. These people are the Officers of Election. One Officer of Election asks for the voter's name and address and an "X" is placed by the name on the Registered Voters List (see following page). This assures that everyone votes in the right precinct. If a voter does not know how to mark the ballot, the Officer will demonstrate for him/her.

After the voting is done, the Officers of Election count the votes. Officers work a long day. In Virginia elections, the polls open at 6:00 a.m. and close at 7:00 p.m. The votes cannot be counted until after the polls are closed.

ELECTION DAY PROCEDURES[2]

In every general election, it is the duty of the Officers of Election in each polling place to ensure that every person who has the right to vote has an opportunity to vote, that no one is permitted to vote who does not have the right, that voters are able to cast their votes without interference, and that all votes are counted fairly.

Conducting the Election[1]

1. At the given time, an Officer of Election announces that the polls are open and shows the class that the ballot box is empty.
2. One by one, each qualified voter requests a ballot from an Officer of Election. An effort should be made to ensure that only qualified students vote and that they vote only once.
3. The voter marks the ballot in secret in the voting area, folds it and places it in the ballot box. During the voting process, the class may be engaged in other electionrelated activities.

Closing the Polling Place

1. After all qualified voters have voted or at a previously specified time, an Officer of Election announces that the polls are closed.
2. Two Officers of Election open the ballot box, unfold the ballots and divide them into piles for each candidate. The ballots are counted in each stack.
3. As the stacks are counted, two Officers record the votes on the chalkboard.

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[1] Adapted from *V.O.T.E.*, Ohio Secretary of State.

[2] Adapted from *Speak Out!*, Illinois State Board of Elections, p. 7.

Worksheet SI 10

SAMPLE REGISTRATION FORM

REGISTRATION FORM

(Last Name) (First Name)

(Street Address)

(City, State) (Zip Code)

(Name of School)

(Telephone Number) (Grade)

(Signature)

Worksheet SI 11

POLLING
PLACE

VOTE
HERE

BALLOT
BOX

Worksheet SI 12

REGISTERED VO RS LIST

An "X" is placed to the left of each voter's name as he or she offers to vote.

LAST NAME	FIRST NAME	MIDDLE NAME	ADDRESS	BIRTHDATE

Worksheet SI 13

BALLOT

(vote for only one)

☐

☐

(vote for only one)

☐

☐

Worksheet SI 14

OATH FOR OFFICERS OF ELECTION

Below is a sample Oath of Office that can be administered to students working in an election. Prepare your own wording if you prefer.

> I do solemnly pledge that I will support the United States of America and the Commonwealth of Virginia and its laws and that I will do my best when I am an Officer of Election.

____
Signature

POLL BOOK

When a voter comes to his or her polling place in Virginia to vote, his/her name is written in the poll book by an Officer of Election. This helps to make sure of the number of people voting.

Have one student write each voter's name in the poll book after it has been marked on the Registered Voters List.

POLL BOOK

NAME OF VOTER

1. ______________________________
2. ______________________________

On the following page is a form which can be used for the Registered Voters List after students have registered. It should be in alphabetical order and prepared before election day.

Worksheet SI 15

POLL BOOK

Each voter is to sign his or her name as it is signed on the voter registration form, then fill in school address and date. The polling place officials will compare the signature to the one on the registration form and mark on the form that the person has been given a ballot.

SIGNATURE	SCHOOL ADDRESS	DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

____ As Judge of election, I witnessed the affixing of each of the signatures above.

(Signature of Polling Place Official)

Reprinted from *Improving Voting in Ohio Through Education*, Ohio Department of State, page 69.

SUPPLEMENTAL MATERIAL: INTERMEDIATE

STRATEGY—Political Campaigns

Major Idea

Students realize that candidates campaign for certain offices in order to be elected.

Learning Objectives

As a result of this strategy, the student will

1. realize that many government officials conduct campaigns to be elected;
2. recognize that campaigns are various activities planned to influence the way a person votes on election day; and
3. research and categorize different methods of campaigning.

Teaching Strategies

1. Discuss the different ways candidates campaign including the following:
    a. Advertisements
    b. Campaign material
    c. Letters to voters
    d. Press releases
    e. Door-to-door campaign
    f. Speeches or public appearances
    g. Telephone banks
2. Discuss how advertisement effects our thoughts about a product. Use examples of TV ads developed to influence student desires, i.e., toothpaste brands, cereals, toys, fast food restaurants.
3. Invite a guest speaker to tell of his experience with campaigns or campaigning.
4. Ask students to play "scavenger" for a week during a local, state or national campaign. During the week, each student should try to collect examples for activity No. 1 above. As the students bring in examples place them in a large box. On Monday of the following week, give each student three items to categorize into campaign strategies.
5. Categorize all material on a bulletin board. Ask the students how these items influence a person's perspective of the candidates and, thus, how a person votes.
6. Let students evaluate the candidates based on the materials collected. Worksheet SI 16, page 183 will help the students decide how a campaign is run. More advanced students can make a formal evaluation of each candidate's campaign. (Worksheet SI 17, page 185)

7. Visit a campaign headquarters. Have students prepare questions ahead of the visit to ask campaign workers.

Evaluation

No formal evaluation

Teaching Aids/Resources

Candidate Campaign Evaluation: Worksheet SI 16
Comparison of Candidates: Worksheet SI 17

Resource Persons
League of Women Voters
any elected officeholder
persons active in their political parties

Vocabulary

campaign
candidate
election
nominate
political party
vote

Worksheet SI 16

CANDIDATE CAMPAIGN EVALUATION

Answer the following questions with a yes or no.

1. Is the candidate smiling?
2. Is the candidate considerate and sincere?
3. Does the candidate take the time to meet the voters and let them know who he/she is?
4. Does the candidate take the time to shake hands and introduce him/herself?
5. Does the candidate pass out buttons or name cards?
6. Does the candidate give voters brochures about the things he/she will support?
7. Does the candidate talk about what he/she plans to do?
8. Does the candidate have posters and signs around the community?
9. Have you heard the candidate make a speech?
10. Do the candidate's ads mention his/her name and the office being sought? Do they ask for your vote?
11. Do the candidate's ads say something catchy which you will remember?

Worksheet SI 17

COMPARISON OF CANDIDATES

CANDIDATE	NAME OF OFFICE SOUGHT	JOB TO BE DONE IN THE GOVERNMENT	WHAT I LIKE ABOUT THE CANDIDATE'S CAMPAIGN MATERIAL

SECONDARY GRADES 7-9

Grade: Seven

Introduction

Grade seven focuses on life in Virginia and the United States from 1850 to the present.

In Strategy—**Political Issues in Virginia and the United States,** pages 189–191 the student takes part in selecting and studying past and present issues. In group activities, the student simulates a political campaign focusing on issues.

The subject of media analysis is introduced in Strategy—**Mass Media and Elections,** pages 193–197 and expanded upon later in grade ten (pages 251–255) and in **High School Supplemental Materials** (pages 297–301). In this strategy the student analyzes information about elections by interpreting facts, distinguishing relationships, differentiating between fact and opinion, and evaluating for accuracy.

STRATEGY—Political Issues in Virginia and the United States

Major Idea

Issues are an important focal point of an election. While the personality and appearance of the candidates often interfere with the discussion of issues, intelligent voters know the issues in a campaign.

Learning Objectives

As a result of this strategy, students will

1. identify political issues in their locality, community and school;
2. understand that issues affect certain people and groups differently;
3. know that political issues may appear on a ballot to be voted upon;
4. recognize that issues and concerns make up a political platform;
5. prepare a campaign centering on an issue; and
6. resolve an issue by participating in a referendum.

Social Studies Standards of Learning Objectives

7.6 *The students will analyze how rights and responsibilities of American citizenship have been applied from 1860 to the present.*

Emphasis will be placed on examining the growth of individual freedom including: freedom for slaves, segregation, civil rights and women's movements, integration and immigration of various cultural groups into the United States and Virginia.

7.9 *The student will participate effectively in group activities.*

Emphasis will be on courteous behavior, respect for others opinions polite listening and participating in discussions.

Teaching Strategies

1. Select a local, community or school issue of interest and importance. Discuss this issue in class asking: (a) Why has this issue generated interest? (b) Who is interested in this issue and why? (c) Who will be affected by the vote on this issue and how? (LO 1, 2 and 3)
2. Divide the class into two groups. Each group will be assigned opposing views on the issue. (Worksheet 26, page 191) Each group's assignments will be to:
    a. form a political party complete with name and symbol;
    b. write a platform (this will center on their assigned position in relation to the issue); (LO 4)
    c. select a spokesperson (a representative to speak on their viewpoint);
    d. organize a campaign strategy and prepare campaign materials such as buttons, posters, pamphlets, slogans, etc.; (LO 5)

  e. write a speech for the spokesperson to present at a rally; (LO 6) (SOL 7.6 and 7.9) and

  f. hold an election (referendum) to resolve the issue.

3. Follow the same steps in the study of an issue of importance in the (1) 1940's; (2) 1930's; (3) 1920's; (4) 1880's; (5) 1870's; and (6) 1860's.

Evaluation

Class discussion of issues
Student checklist of participation in activity

Teaching Aids/Resources

Political Issues: Worksheet 26

Art supplies
Newspapers
Newspapers
Guest Speaker
Any campaign literature

Vocabulary

issue
platform
strategy

Worksheet 26

Political Issues

Political Party (name) ______________________________

Symbol (draw here)

Party Members ____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Political Issue (one sentence)

Platform (description here)

Spokesperson ______________________________

STRATEGY—Mass Media and Elections

Major Idea

A major political campaign with all its excitement, activity and extensive news coverage becomes the focus of attention during the busy few months between nomination and the general election. As students monitor a campaign, they gather information about candidates' positions. Slogans, name recognition and personality are often all that come through in political advertisements. News programming, too, provides only a partial picture rather than a thorough discussion of the issues.

This strategy enhances students' ability to gather information so that they can develop their personal views and make decisions.

Learning Objectives

As a result of this strategy, students will

1. identify "labels" used in political campaigns;
2. differentiate between fact and opinion;
3. compare leadership style of candidates; and
4. assess candidates' positions on issues.

Social Studies Standards of Learning Objectives

7.7 *The student will analyze mass media.*

Emphasis will be placed on current events with stress placed on interpreting facts, distinguishing relationships, cause and effect, differentiating between fact and opinion, and evaluating for accuracy. Sources should include television, radio, newspapers, magazines and eyewitness accounts.

Teaching Strategies

1. Students may have noticed that references to animals are prominent in politics, particularly during an election year. "Animals in the Political Zoo" is a fun assignment to begin students thinking along these lines. (See Worksheet 27, page 195) (LO 1)

2. The editorial pages of newspapers and magazines offer many opportunities to analyze political situations, especially fact and opinion. There are several approaches including learning to read the editorial column and letters to the editor and writing letters to the editor or columns for the editorial page. (LO 1, 2, 3, 4 and 5)

3. An option in some schools is the videotaping of campaign speeches and commercials for student elections. After viewing these tapes in class, an analysis of issues, performances, nonverbal messages, audience reaction and other areas follow. The activity "A Look at the Candidate" will aid in this analysis. (Worksheet 28, page 197) (LO 1, 2, 3, 4, 5 and 6) (SOL 7.7)

Evaluation

Completion of handouts
Discussion of activities

Teaching Aids/Resources

Animals in the "Political Zoo": Worksheet 27
A Look at the Candidates: Worksheet 28

Newspaper and magazine articles
Video—technicians
Student government and class sponsors
Video Tape Number 45319–"By the People–5—Evaluating Information"
Video Tape Number 45691–"By the People–8—Choosing Candidates"

Vocabulary

campaign
conservative
dark horse
free enterprise
independent
lame duck
liberal
moderate

Worksheet 27

ANIMALS IN THE "POLITICAL ZOO"[1]

Match the animals with the correct description:

1. Elephant
2. Donkey
3. Lame Duck
4. Dove
5. Hawk
6. Dark Horse
7. Chicken

a) one who advocates policies which emphasize peace

b) symbol of the Democratic Party

c) a candidate not likely to win the election

d) symbol of the Republican Party

e) what is served at every campaign dinner

f) one who advocates policies which emphasize defense

g) an officeholder who is not reelected and/or one who has lost political power at the end of his term

---

[1] Adapted from *USA Today*.

Worksheet 28

A Look at the Candidate

Candidates' campaign speeches and commercials offer the voters a chance to hear and compare their positions on the issues.

Directions: As you watch the speeches, rate the candidates in the five areas described on the chart. Score the candidates in each category using the scale below:

5 points—excellent
4 points—good
3 points—average
2 points—below average
1 point —poor

*for school campaigns, other areas could include sex, race, age (class).

Candidate's Name	Knowledge of Issues	Verbal Performance	Non-Verbal Performance

Grade: Eight

Introduction

Eighth grade studies focus on government structure, citizenship, civic participation and the individual's rights and responsibilities.

Strategy—**Structure of Government,** pages 201–203 affords the student a variety of opportunities to examine the structure of government, public service and the local governing body. These topics are further developed in twelfth grade government.

Strategy—**Freedoms and the Bill of Rights,** pages 205–209 highlights this nation's commitment to individual freedoms. The student lists the main elements of the Bill of Rights and from this list formulates a Student Bill of Rights for use in the classroom.

STRATEGY—Structure of Government

Major Idea

The basic structure of government is the same on federal, state and local levels. The power of managing government is assumed by elected officials who oversee the expenditure of taxpayer dollars.

Learning Objectives

As a result of this strategy, the student will

1. compare forms of state and local government;
2. understand the duties of public service employees; and
3. understand the duties of the local governing body.

Social Studies Standards of Learning Objectives

8.4 *The student will identify the structure and function of local, state and federal government.*

Emphasis will be placed on the organization of governmental bodies (the branches of government) and their duties and responsibilities—local, state and federal.

Teaching Strategies

1. Lead a class discussion on the services offered by federal, state and local government. (Worksheet 29, page 203)
2. Using the chart "Organization of Virginia State Government," discuss the different branches of state government: legislative, judicial and executive. See "Three Branches of United States Government," pages 125–131, for supplements.
3. Have each student select one state agency to research and give an oral report on its functions and duties.
4. Lead a class discussion of the structure of your local government. Assign each student a department of local government (i.e., public works, registrar, sheriff's department) to research and give an oral report to the class.
5. Assign class members the following options:
    a. Attending a Board of Supervisors or City Council meeting and report to the class on the structure and organization of the body and the items that were considered (LO 3) (SOL 8.2);
    b. Take an active part in a volunteer program for a few hours and report to the class the task and experience (LO 2) (SOL 8.2);
    c. Develop a plan for using school facilities and student services in the event of a local emergency (LO 2);

d. Write a state representative to ask reasons for his position on a particular bill (LO 1);

e. Collect news articles about decisions made during a legislative session (LO 1) (SOL 8.2).

Evaluation

No formal evaluation

Teaching Aids/Resources

Government Services: Worksheet 29
Organization of Virginia State Government

Vocabulary

conflict of interest
demand
dollar vote
local
private
public
public goods
scarcity
subsidized
subsistence
supply
volunteer
wage
welfare

Worksheet 29

GOVERNMENT SERVICES

Service	Federal Input	State Input	Local Input
Education	Funding Museums Libraries	Funding State colleges and universities Museums Libraries	Funding Schools Teachers Vocational training Libraries
Economic Development and Transportation	Funding Trains Postal Service Air Traffic Controller Small Business loans Roads	Funding Agriculture and Consumer Service Minority business loans Tourism Housing and Community Development Ports Roads	Funding Tourism Industrial Parks Housing and Community Development Roads Bus Service Airport
Human Resources	Funding Social Security Food Stamps Medicaid Medicare	Funding Medical facilities Social Service	Funding Housing Garbage collection Water, sewer and other utilities
Public Safety	Funding Armed Forces F.B.I. C.I.A. Prisons Courts Emergency Aid	Funding National Guard State Police Prisons Courts Emergency Services	Funding Police Force Jails Fire Protection Rescue Squad 911 Number

STRATEGY—Freedoms and the Bill of Rights

Major Idea

Citizens of a democracy are aware of the nation's commitment to individual freedoms. The Bill of Rights guarantees United States citizens certain rights. The student increases his/her awareness of these rights and their responsibilities through these exercises.

Learning Objectives

As a result of this strategy, the student will

1. list and give examples of basic civil liberties;
2. understand that some liberties used to be extended only to certain groups of citizens;
3. list and give examples of civic responsibilities; and
4. draft a student-conceived Bill of Rights.

Social Studies Standards of Learning Objectives

8.1 *The student will identify rights, responsibilities and duties of individual citizens as listed in Virginia and United States historical documents.*

Emphasis will be placed on the appreciation of others as unique individuals deserving of acceptance and respect. Our nation's commitment and progress towards this goal as demonstrated by the Bill of Rights and later amendments relating to individual civil liberties should be stressed. A focus on an active citizenry should emphasize one's responsibilities as a citizen.

8.7 *The student will participate effectively in group activities.*

Emphasis will be placed on developing interpersonal skills, stressing courtesy and a respect for the dignity and worth of the individual. Students should be given the opportunity to assume different roles in group activity such as group leader, recorder, information giver, etc.

Teaching Strategies

1. Discuss and define the Bill of Rights. Direct students in research of the United States Bill of Rights. Clarify that in 1791 the first 10 amendments to the Constitution were ratified as the Bill of Rights. Place special emphasis on the subsequent amendments which were ratified that affect voting. Make a time chart to show when the right to vote was granted to different groups. (LO 1 and 2)
   - a. In 1868, the right to vote was granted to all males over 21 years of age regardless of race or color. Amendment XV.
   - b. In 1920, the right to vote was granted to women aged 21 or over. Amendment XIX.
   - c. In 1964, taxes required in order to vote or register to vote were made illegal, effectively granting the right to vote to millions of the nation's poor. Amendment XXIV.

   d. In 1971, the right to vote was granted to persons 18 years of age or over. Amendment XXVI.

2. After the research on the U. S. Bill of Rights is completed (Worksheet 30, page 209), divide the class into small groups. Ask each group to elect a representative that will meet with other groups' representatives to draft a written Bill of Student Rights for the classroom. Each group will instruct its representative on what they feel should be incorporated into their Bill of Rights. The representatives will, when they meet, select a chairman to run the meeting and a secretary to record the minutes of the meeting. Individual groups will also select a secretary. Once the representatives draft a Student Bill of Rights it will be taken back to the individual groups to be discussed and voted on. (LO 3)

   If the individual group feels its interests are not being accounted for in the Student Bill of Rights, the group may instruct their representative of changes they wish adopted.

   Continue the process of drafting a Student Bill of Rights until there is a majority in agreement. Upon its completion, compare the U. S. Bill of Rights to the one composed by the students. (LO 4)

   Once a final draft has been voted on by the majority of the representatives and ratified by the individual groups, the Student Bill of Rights can be used as a guideline to classroom behavior and management. Post the Student Bill of Rights in class.

3. Make the following statement and ask questions to generate a discussion of representative democracy and the responsibility of the citizens:

   We live in a country in which the citizens elect representatives to run the government and make laws to protect the citizens, a representative democracy. Currently, little more than half the eligible citizens vote in the United States.

   a. Will our government, a representative democracy, continue to work if people do not vote?

   b. Why?

   c. If people stop voting or only a few vote, what type of government might we end up having?

   d. Why do you think people don't vote?

   e. What would encourage people to vote?

   f. Will you vote when you become 18?

   g. Why? (SOL 8.1 and 8.7)

Evaluation

Students' ratification of Classroom Bill of Rights
Participation in classroom discussion
Written or oral reports on research projects

Teaching Aids/Resources

Elements in the Bill of Rights: Worksheet 30

Textbook
Library
Film Number 57109–"Bill of Rights of the U. S."

Vocabulary

basic freedoms
compensation
counsel
direct democracy
due process of the law
indirect democracy
jury
quarter soldiers
representative democracy
security
warrant

Worksheet 30

Elements in First Ten Amendments
Bill of Rights

1. Basic freedoms to religion, press, speech, assembly and against insult.
2. Right to bear arms for protection.
3. Right to not house soldiers in a private home except in wartime after Congress has passed a law requiring this.
4. Right to security and safety of person and property except by court order (warrant) to search or seize.
5. Protection for accused not to be tried twice for same crime, not to be forced to testify against self, not to be punished without due process of the law, not to have property taken without compensation.
6. Rights of accused to speedy trial by jury, to hear charges and witnesses against him, to have witnesses in his favor and to receive counsel.
7. Civil cases in dispute for amounts over twenty dollars may be tried by jury.
8. An arrested person will receive no unreasonably high bail, fines, or cruel punishment.
9. Persons have rights not enumerated in the Constitution.
10. Any powers not belonging exclusively to the federal government are powers of the state or of the people.

Grade: Nine

Introduction

Voter involvement in our political process exists in at least two ways: one, direct involvement, consisting mainly of weighing issues or candidates' views and then expressing preferences through voting. The second, indirect participation, usually includes influencing others to act as the individual feels towards the issue or candidate.

Strategy—**Addressing Issues,** pages 213–217 gives students the chance to become involved in a local political issue. Students develop the issue, background data and even participate in determining the outcome of the issue. Students also explore concepts pertaining to an individual's role in leadership or in a group.

Strategy—**Comparing World Governments,** pages 219–235 provides material from which the student investigates the political and economic situations of selected countries. The worksheet material creates a sound data base for inquiry oriented activities. The student is provided with enough information to recognize correlations between one culture and another.

Collectively, these strategies are designed to allow for educational activities that will motivate a student to at least the first realm of voter involvement.

STRATEGY—Addressing Issues

Major Idea

In everyday classroom situations, students sometimes feel there is no direct application of the learning objectives presented. In this teaching strategy, an activity is being offered in which the students have the opportunity to participate in a local political issue.

This activity is either a short or long term activity and total involvement of each student depends greatly upon his/her motivation and learning ability.

This activity will focus on the characteristics of a leader who achieves his proposed objectives (often these are defined as effective or successful leaders). The focus will then change to a local controversial issue. This issue may be a current one under discussion or a historical one which still has significance.

Learning Objectives

As a result of this strategy, the student will

1. list the characteristics of a successful leader;
2. make a decision in choose a political leader;
3. research and analyze information pertaining to a pertinent local issue;
4. participate in the actual decision-making process of that issue;
5. give examples of an individual's role in group decision-making; and
6. explain how successful leaders affect group decision-making.

Social Studies Standards of Learning Objectives

9.5 *The student will research and analyze geographical information using various reference materials and resources and communicate that information in both oral and written form.*

In addition to the traditional library materials, resources within a community, such as interviews and field surveys, will be used. Creative thinking and writing skills will be developed.

9.6 *The student will use critical thinking skills and geographic concepts to examine contemporary issues and events and project possible consequences.*

Skills of data gathering, making influences, setting up hypotheses and drawing conclusions will be used by students to analyze media sources and predict future trends. The emphasis will be on making choices today which will create a high quality of life in the future.

9.12 *The student will work responsibly and effectively as an individual and in a group.*

Emphasis is on completion of assigned work, meeting deadlines, self-discipline, cooperation and respect for differing points of view.

Teaching Strategies

1. Serve as a resource for the students' research. Lead students in identifying the characteristics of a successful leader.

   Conduct a brainstorming session defining such characteristics. (LO 1)

   Use a simulation where a leader needs to evolve or be chosen (Games: moon exploration, a ship where leader washes overboard, death of your leader, bomb shelter, etc.). (LO 2)

   Ask students to research and describe each of the qualities of successful leadership. (LO 6)

2. Develop an issue to be used in class exercises and research. Develop an issue that is local and is applicable to the students as possible. (LO 3) (SOL 9.5) For example:

   construction of recreational areas
   bike paths
   curfew laws
   rezoning
   sales tax
   bond issues for education

3. Decide how the content concerning the issues will be distributed to the students. Students decide by vote. (LO 5)

   a. Teacher directly involved in the presentation of all information during the decision-making process.

   b. Teacher has the information and distributes it to small groups for the decision-making process.

   c. Teacher aids in the identification of the issue and directs the students where to do the research.

4. Use this information in a number of class activities.

   Have students conduct a general class discussion with teacher participation.

   Organize a role playing exercise (Worksheet 31, page 217) where the students are assigned leadership roles (i.e., council or supervisor) as well as other citizen roles. This could be accomplished with a mock City Council or Board of Supervisors meeting with community members representing each of the following interest groups: (LO 4) (SOL 9.6)

   Business leaders
   State or federal officials
   Special interest groups (civic leagues, religious organizations, citizen action groups)
   News media
   Private citizens
   Youth

5. Use the following activities to carry out these strategies:
   (SOL 9.12)

   a. use video tape for commercials or news broadcast on issues

   b. conduct debate among council members

   c. publish newsletter

   d. *interview council members on issue
   e. *interview other special interest groups
   f. **conduct informal polls in community or school
   g. write newspaper editorials and send to local paper
   h. write letters to editor and representative council members
   i. appear in front of council
   j. do bulletin boards

6. Lead class in a discussion of the following questions:
   a. List five characteristics of a successful leader.
   b. Write the obituary of a successful leader.
   c. Explain your decision on the controversial issue.
   d. What processes are covered in decision making and what factors affected this decision? (Factors: emotion, propaganda, cost effectiveness, environmental concerns, power base within locality).
   e. What is the role of the individual in decision making?
   f. Give three examples of how the individual participates in the decision-making process.
   g. What is the role of a successful leader in the decision-making process?

Evaluation

No formal evaluation

Teaching Aids/Resources

Issues/Role Play: Worksheet 31

Governing the City–00806
Art of Communication—How to Conduct a Meeting–21908

Newspaper morgue
Council/Supervisor's minutes of meetings
City or County Service Directory
Planning Commissions
Public libraries (check for research aid)
Local colleges and universities
Local and State Chambers of Commerce
Simulation games (see Teaching Strategies)
List of leadership qualities

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* Recommended for higher level students
**Check local policy before conducting polls

Vocabulary

citizen
commission
council
issue
leadership
mayor
supervisor

Worksheet 31

An Example of a Controversial Issue and Role Play of Council (Class of 25)

Issue:

Elimination of skateboard ramps in residentially zoned property.

Characters:

7 council members (1 of which is Mayor)

1 City Manager

1 zoning officer

3 concerned citizens in support of change

3 concerned parents in opposition to change

3 students opposed

1 business (skateboard park owner) in support of change

2 news media

2 clergy—1 liberal; 1 fundamental

1 police officer

1 doctor (talks of injuries of unsupervised areas)

1 stenographer to record proceedings

Roles:

Council—needs to research in order to bring out a true representation of your area's feelings.

Mayor—do interview to find out how he conducts his meetings.

Citizens and others—small cards explaining their feelings and they must come up with the reasons for their opinions.

To stimulate interest and make it fun, use parody names on the public officials. (Examples: Citizen—I. B. Irate; Council—Dee Cision, R. U. Sure; News reporter—Minnie Camera from Eyewitless News)

STRATEGY—Comparing World Governments

Major Idea

Throughout the world, there are different political systems, economic systems and voting procedures. Often the terms "open" and "closed" are applied to the political and economic systems of the world's countries. In comparing these countries, these are some differences to highlight:

Type 1 system (USSR)

one-party system

closed political system

closed economy, industrialized

government controlled, highly accessible media

Type 2 system (Australia)

a basic two-party system

open political system

open economy with socialistic overtones—industrialized

highly accessible media with limited government control

Type 3 system (El Salvador)

two-party system

open political system

developing economy with cash crop control orientation

media controlled by party in power with limited access

Type 4 system (Angola)

one-party system

closed political system

developing economy

limited access to media (government controlled)

Type 5 system (Switzerland)

multi-party system

open political system

open economy, industrialized

media with limited government control and with accessibility

Type 6 system (India)

multi-party system

open political system

developing economy with socialistic overtones

media with limited government control and limited accessibility

In view of the varying voting procedures and political processes in the world today, we must, as educators, expose our students to these differences and the reasons for these differences.

Learning Objectives

As a result of this strategy, the student will

1. construct and/or interpret charts and tables;
2. compare a closed political system to an open political system;
3. explain variances in voter turnout for a number of countries;
4. explain the correlation between the degree of political stability in a country and the degree of the development of that country's economy; and
5. decide if there is a correlation between a particular combination of political/economic balance within a system and the effects of this combination upon voter turnout.

Social Studies Standards of Learning Objectives

9.3 *The student will construct and interpret maps, charts, graphs and models to depict cultural and physical information.*

The emphasis is on organizing and analyzing data in map, chart, graph and model form. This will reinforce the student's understanding of geographic concepts studied such as population and resource distribution.

9.4 *The student will examine selected world cultures including such aspects as beliefs, religions, values, traditions and institutions.*

The emphasis is on citing the unique characteristics of other people such as race, language, religion, nationality, history and/or customs and evaluating the contributions of others.

9.5 *The student will research and analyze geographical information using various reference materials and resources and communicate that information in both oral and written form.*

In addition to the traditional library materials, resources within a community, such as interviews and field surveys, will be used. Creative thinking and writing skills will be developed.

9.6 *The student will use critical thinking skills and geographic concepts to examine contemporary issues and events and project possible consequences.*

Skills of data gathering, making inferences, setting up hypotheses and drawing conclusions will be used by students to analyze media sources and predict future trends. The emphasis will be on making choices today which will create a high quality of life in the future.

9.11 *The student will identify patterns of change and development caused by human activity and/or natural forces.*

A wide range of resources will be used to analyze the effects of national rivalries; international organizations and multi-national corporations; social, economic and political policies; population migrations; and environmental impact.

9.12 *The student will work responsibly and effectively as an individual and in a group.*

Emphasis is on completion of assigned work, meeting deadlines, selfdiscipline, cooperation and respect for differing points of view.

Teaching Strategies

1. Discuss the six types of systems as well as the system of the United States. During the presentation of materials, make suggestions in outline form on the board and lecture, stopping for periodic question and answer sessions.

2. Give out handouts on each system (Worksheets 32 and 33, pages 225–233) Question students about the content of the handouts; i.e., voter turnout and political stability. (LO 2, 3, 4 and 5) (SOL 9.4 and 9.6)

3. Have the students complete the chart in Worksheet 34 (page 235). (LO 1) Assign students small group research projects based on Worksheet 34. Have students present their research and conclusions to the class. (SOL 9.11)

4. Conduct a five day series of lessons and integrate each region into the study. Prepare a bulletin board of various countries' elections to compliment the program of study.

5. Ask students to prepare a "Did You Know" display case during election times and develop trivia questions on elections. (SOI 9.12)

6. Lead class in a discussion of the following questions:

   a. Is there a relationship between the economy of a country and its political stability? Justify your answer.

   b. Rank the literacy rate of each country.

   c. Define closed political system and open political system.

   d. What are the differences between an open and a closed political system?

   e. Which system would you rather live under, open or closed? Give reasons for your choice.

   f. Give three examples of countries with high voter turnout and why you think the turnout is high.

   g. Give two examples of how governments encourage or force their citizens to participate in the voting process. Explain your choices.

h. Why do certain countries encounter low voter turnout?

i. Do political stability or a high literacy rate have an effect on voter turnout? Explain.

Evaluation

No formal evaluation

Teaching Aids/Resources

For assignments:

Open and Closed Systems: Worksheet 32
Foreign Governments and Elections: Worksheet Series 33
Comparative Study Chart: Worksheet 34

research voting procedures in other countries
- when are elections held?
- how often?
- who is eligible to vote?
- is there a choice of candidates?
- is there a penalty for nonparticipation?

research democratic and economic characteristics of each country

For bulletin boards:

past and present newspaper articles
past and present magazines
pamphlets
information from State Board of Elections
information from Federal Election Commission
Embassies

Interviews:

students or neighbors who have emigrated
local political leaders
congressional representatives

State Films:

91212–Changing Matilda—The New Australia
57010–Elections in the United States

Vocabulary

bicameral
closed economy
closed political system
compulsory
confederation
open economy
open political system
parliamentary democracy

peerage
permanent government
preferential voting
proportional voting
provisional
quota
registration
residency requirement
secretariat
stability
Supreme Soviet
USSR
unicameral

Worksheet 32

OPEN OR CLOSED SYSTEM

Open Political System

Individual rights are foremost in the political system. political process serves the citizens (Example: representative democracy)

Closed Political System

Government takes precedence over individual rights. citizens serve the political process (Example: totalitarian)

Open Economy

Private ownership. free enterprise. limited government control (Example: capitalism)

Closed Economy

Government ownership; much government control (Example: communism)

Worksheet Series 33

FOREIGN GOVERNMENTS AND ELECTIONS

U.S.S.R.

Information about the U.S.S.R. was taken from *Political Participation in the USSR*

The Union of the Soviet Socialist Republic's (U.S.S.R.) form of government is a communist state based upon Nikolai Lenin's adaptation of the principles of the Paris Commune described in Karl Marx' The Civil War in France.

Each of the 15 republics in the U.S.S.R. is represented in Moscow in the national body which is called the Supreme Soviet. The Supreme Soviet is a bicameral legislature comprised of the Soviet of the Union and the Soviet of Nationalities, the former having deputies representing every 3,000,000 inhabitants of the U.S.S.R. and the latter having 32 deputies from each of the 15 republics. Deputies to the Supreme Soviet are elected every five years.

In addition to the Supreme Soviet which meets twice a year in weeklong sessions, there is a Presidium and a Council of Ministers, both of which are more influential than the Supreme Soviet. The Presidium is a 37 member body elected by the Supreme Soviet and functions for the Supreme Soviet when it is not in session (roughly 48 weeks a year). Some of it's duties are the convening and dissolving of the Supreme Soviet; receiving ambassadors of foreign states; selecting and recalling Soviet diplomats; mobilizing the armed forces and declaring war. It is the most powerful ruling body of the Soviet Union. The 1977 Constitution designates this group as the "government of the Soviet Union."

Voter registration requirements in the U.S.S.R. are similar to those in the United States; in order to register to vote, you must:

be a citizen of the U.S.S.R.
be 18 years old
not be imprisoned
not be declared insane

The responsibility for registering to vote lies with the local soviet and not with the citizen.

Elections are held on Sundays, and while Sunday is already a day of rest in the U.S.S.R., the Soviet government declares election day to be a holiday. There are also many social activities held by the party prior to election day and these are very attractive to the citizens since they provide free refreshments and chances to socialize.

Participation in Soviet elections is very high—between 90% and 95%. In an effort to project a picture of unanimous support of the system however, the figures are frequently inflated, sometimes as much as 9.98% (showing voter participation at 99.98%). The culprits of this "voter inflation" can usually be found at the local rather than the national level. Some voters cast ballots for all their family members and neighbors. Officers of election vote for all those absent from the polling place. Thus, the figures going to the republic and national headquarters are frequently inflated and inaccurate, and while this is considered a serious crime in the Soviet Union, the figures are rarely questioned by the powers that be.

Technically, the Soviet Union has a representative form of government. However, it is the Communist Party who really runs the show, both in terms of regulating elections and in regulating the everyday lives of the people. Article 6 of the 1977 Constitution states:

> ". . . The communist party of the Soviet Union is the leading and

> directive force of Soviet society. It is the core of the political system and of all governmental and public organizations."[1]

Thus, the party exercises a great deal of power in all aspects of Soviet life and despite the fact that most people are not party members, most of the elected officials are. For the most part, political nominations are controlled by members at the administrative levels of the Communist Party. Since there is only one party to represent the people, there is only one name on the ballot for each office. Write-in voting is allowed but not counted.

Australia

Information for Australia was taken from pamphlets published by the Australian Information Service, Department of Administrative Services.

Australia's government has been labeled a "Parliamentary Democracy," a title which reflects the country's democratic and monarchistic history. The government is based on Britain's Westminster system and harbors such monarchistic customs as the appointment of a Governor-General and state governors who represent the British Sovereign. Known as "Institutional Officers," these governors are chiefly figureheads acting on the advice of the elected officials in Australia. But it is interesting to note that the status of the crown is still maintained, however, symbolically.

Australia is a democracy with a constitution modeled after the precedents set forth in the American and Swiss constitutions. One of those precedents is the election of a bicameral legislatures on both national and state levels. Australia's Parliament is divided into the Senate (or Upper House) and the House of Representatives (or Lower House). Representation in the House is based upon population, whereas Senate representation is equal for all states and territories. There are 148 single member House Districts which are nationally elected every three years and 76 Senate seats elected in staggered six-year terms; Senate elections are held every three years, in accordance with state laws, and do not necessarily coincide with elections for the House of Representatives.

Australia's candidates are not elected by a simple majority. Two systems of voting known as **Preferential Voting** and **Proportional Voting** are employed. Preferential Voting is used exclusively in House elections while both Preferential and Proportional Voting are used in Senate elections.

Preferential Voting means that the preferred candidate wins the election. How does this work? When the voters are given their ballots they are instructed to numerically rate the candidates in order of preference and not to just vote for the candidate of their choice. After all the votes have been cast, the candidate receiving one-half plus one of all first preference valid votes is elected. If there is no such candidate, the one with the fewest first preference votes is eliminated. When this happens, the second preference votes from the eliminated ballots are distributed among the remaining contenders. Candidates are successively eliminated in this manner until one gains the required one-half plus one vote. The Australians assert that Preferential Voting thus ensures that a majority of voters influences the election of the successful candidates even in cases where no candidate gains an absolute majority of first preferences."

Since the Australian Senate does not have single member districts, proportional voting in addition to preferential voting, is used to ensure that the winning candidates have received a certain quota of the votes. "Quotas are determined . . . by dividing the total number of formal votes by the number of Senate vacancies for that constituency plus one. The figure calculated by this formula is increased by one vote."

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[1] "Participation and Soviet Politics," *Political Participation in the USSR*, (Theodore H. Friedgut, Studies of the Russian Institute, Columbia University, Princeton University Press, Princeton, N.J., 1979), p. 34.

So, if there are five seats to be elected, the quota is one-sixth of the total first preference votes plus one. In order to be elected, a candidate must receive enough first preference votes to meet or exceed the established quota. When an elected candidate receives more than enough first preference votes, the surplus is transferred to the remaining candidates in the count. If, however, not all of the Senate vacancies are filled, the candidate with the least number of votes is eliminated and his/her votes are transferred to all of the remaining candidates. This process will continue until all the Senate seats are filled.

Voter participation in Australia is almost 90 percent. Australia has compulsory registration and voting which explains why the participation is so high. Citizens who do not register and vote have to pay a fine.

In 1984, a wave of election reform swept across Australia in the form of a bill enacted by Parliament. The 1984 Election Reform resulted in the following:

- It became compulsory for Aboriginals to register and vote.
- The Australian Election Commission (AEC) was established as a permanent organization.
- More stringent campaign laws were written, making it illegal to use false advertising in political campaigns.
- It became compulsory for political parties to register with the AEC.
- Public funding of political campaigns became available.
- Candidates, political parties and political action committees must file reports of contributions and expenditures.
- 17 year olds were granted the right to provisional registration.
- Voters going overseas for three years or less were enabled to register as overseas voters and vote, even if they do not intend on returning to their former Australian residence to live.

To register to vote in Australia, one must

- be 18 years or older;
- not be an illegal alien;
- not be convicted of treason or treachery;
- not be declared to be of "unsound mind";
- not be a prisoner serving a sentence of five years or more.

El Salvador

Information for this article was taken from the *Resource Book* on *El Salvador's 1985 Elections: Legislative Assembly and Municipal Councils*, published by the United States Department of State and the United States Department of States' *Background Notes* on El Salvador, published by the Bureau of Public Affairs.

1980 was a landmark year for El Salvador, a nation ravaged by economic and political strife. An October 15 coup, staged by a group of young military officers, was not an unusual occurrence but the results of that overthrow were. This coup spawned free civilian elections and agrarian reform.

Since 1823, when El Salvador gained its independence from Spain, it has had a history of both economic and political instability. A series of military governments rose to and fell from power and all the land was controlled by a few families, allowing the small farmers and peasants no access to economic stability of their own. By the 1970's, after a brief but bloody border war with Honduras, the country was ridden with economic depression and governmental suppression providing a perfect entre for the Marxist-Leninist coalition, the Farabundo Marti National Liberation Front (FMLN). In reaction to the formation and work of the FMLN, members of the military banded together in "Death Squads" whose sole purpose was to stamp out the FMLN insurrectionists. Thus, the country was torn apart by violence and guerrilla warfare from both the leftist and right wing groups. Fearing total collapse and overthrow of the country, the young military staged a coup in order to bring the nation under control. Their actions resulted in reform.

In March of 1982, the El Salvador people voted on a new constitution which was passed and adopted in December of 1983. In accordance with the new constitution, the first national presidential election was held in November of 1984. Jose Napoleon Duarte Fuentes, a moderate Christian Democrat, was elected to the presidency. Duarte's election in 1984 was followed by elections to the 60-member National Assembly in 1985.

Since coming to office, Jose Napoleon Duarte has done much to eliminate the economic and political strife present in El Salvador. Under his administration, the activities of the "Death Squads" have ceased and the FMLN, while still very active, has become less of a threat to the everyday lives of the El Salvadoran people. The Gross National Product has actually risen, 1.5% in 1984. El Salvador is primarily an agricultural nation, exporting coffee, sugar and cotton and, while exports have risen, so has industrial growth.

El Salvador's constitution, adopted in 1983, provides for a Democratic Republic with Executive, Legislative and Judicial branches of government. The President is elected every five years in a popular national election and may not succeed himself, thus ensuring new people in office each term. In addition to electing the President, the people elect a Vice President and two Vice Presidential Designates (successors). The Legislative Branch of El Salvador's government, the National Assembly, is a 60-member, unicameral body where each of the 14 Administrative Divisions (or states) is proportionally represented. The number of seats allotted to each state in the National Assembly is based on population; terms of office last for three years.

Although the President, Vice President, Vice Presidential Designates and holders of municipal offices are elected by a popular plurality, members of the National Assembly are elected using a quotient system which is very similar to Australia's proportional system. Assembly seats are gained by the most popular members of the political parties winning the most votes. While the candidates are run in a slate and ranked by their political parties, their names never even appear on the ballot. Each political party is represented on the ballot solely by its symbol. This is an interesting facet of El Salvadoran elections, as the voters are not provided with the names of the candidates and, consequently, vote only for the party.

Elections in El Salvador are administered by the Central Elections Council (CEC), a body responsible for everything from the conduct of elections and recounts to the publication of election results. This is quite a job in El Salvador because the voters and election officials have been threatened with their lives by the FMLN guerrillas. During the 1982 constituent elections, the guerrilla terrorists adopted the slogan "Vote today, die tonight!" as their slogan and as late as the 1985 municipal elections, they vowed to burn a town hall a day and were successful in destroying at least eight. Thus, participation in El Salvadoran elections has its risks.

Suffrage is a universal right for all citizens over the age of 18, according to the new El Salvadoran constitution. People are registered and vote in their localities (there are 262 municipalities in El Salvador); each registrant's name appears on a Central Automated Electoral Register which enables the CEC to keep track of the number of registered voters in the country.

In light of the inherent dangers of participating in El Salvadoran elections, the voter turnout of 80% is very impressive. Although the reasons for such active voter participation are many, perhaps it has something to do with the peoples' evident desire for change. Despite the threat to life and limb, they see the electoral process as an effective means for instituting change.

People's Republic of Angola

Information for this article was taken from *Angola—Today and Forever, Permanent Mission of the People's Republic of Angola to the United Nations* and *Constitutional Law of the People's Republic of Angola.*

In 1975, the Popular Liberation Movement of Angola (MPLA) overthrew the colonial government of Angola which was established by Portugal in the 15th Century. This coup took place after centuries of struggle between the Angolan peoples and the Portuguese colonists. Although Angola has a violent history, the last 50 years of Portuguese reign were especially so since it was in the mid-1920's that many of the African freedom movements were organized and rebellion began.

The MPLA was aided by the Armed Forces of the People for Liberation of Angola (FAPLA), the Soviet Union and Cuba. Thus, it came as no surprise that the new government was a communist state. Angola's new constitution openly espouses the principles of Marxist communism.

Angola has a permanent government, meaning that the power is fixed in the hands of the MPLA. Like other communist countries, there is only one party and it controls every aspect of government. The Angolan Constitution describes the country as a democracy and Article 20 states:

> "All citizens aged over eighteen, other than those legally deprived of political rights, shall have the right and the duty to take an active part in public life, to vote and be elected or appointed to any State organ, and to discharge their mandate with full dedication to the cause of the country and the Angolan people."

Yet, nowhere in the Constitution is there any provision for the conduct of elections. All of the government officials are party members and are elected from within the confines of the MPLA.

The structure of Angolan government is very similar to that found in the U.S.S.R., except that the national legislature or People's Assembly is a unicameral body. The People's Assembly is comprised of party members elected from within the ranks of the Party. This body meets twice a year and is responsible for electing the State President (who also holds the post of Party President). Additionally, there is a Central Committee, a Council of Ministers, a Political Bureau, a Secretariat and a Central Control Committee. Angola has 18 provinces which are governed by Commissioners appointed by the State President.

Since there are no popular elections held in Angola, voter registration and voter participation are not issues.

Switzerland

Information for this article was taken from *Switzerland's Political Institutions* by Oswald Sigg, translated by Roscoe and Blackwell and PRO HELVETIA Documentation, Information Press, Zurich, 1983.

Switzerland is a country with a strong agricultural and technical base and it has a very stable, conservative political system. It is a confederation of cantons or states, governed by a combination of representative and direct democracies and, because of this, federalism is a cornerstone of Swiss life. There is constant tension over the division of powers between the cantonal government and the Federal Assembly and although the people elect their own representatives, they guard their regional independence very jealously. Regional independence is so important to the Swiss people that there is not an official language of the country. All official documents must be printed in French, German and Italian.

The Swiss elect a Federal Assembly and have the right of referendum and initiative. This means that the voters have the right to veto laws and constitutional amendments passed by the Federal Assembly and to initiate new laws and amendments. This interaction of direct and representative elements of a democracy forms the Swiss system of checks and balances.

The Federal Assembly is a bicameral legislature modeled after the United States Congress. It is comprised of the National Council and the Council of States. Every four years the Swiss electorate goes to the polls to vote for their representatives to the 200-member National Council.

Voter registration requirements for national elections are minimal; a citizen need only be 20 years or older to register to vote. In these national elections, the voter receives a voter identification card, an official list of party candidates and a blank list. The voter writes the candidates of his choice for each office on the blank list. A vote for a candidate is also a vote for his political party. The parties winning the greatest number of votes gain seats within the National Council and the most popular candidates from those parties win.

Elections for the Council of States are conducted independently of those for the National Council. Their election cycle is determined by the laws of the cantons or states, but for the most part, they are elected every four years. Because these elections are subject to cantonal laws, the voter registration requirements vary. In some places the registration requirements go beyond the age limitation and may include a 90-day residency period, or have a permanent residency requirement.

Because the Swiss Constitution guarantees the rights of referendum and initiative, as well as the rights to election of representatives, the Swiss people have the opportunity to go to the polls quite often. On the average, the Swiss citizen has the chance to vote in a major election 4 times a year. Yet, despite the frequency of elections, the availability of direct participation in government and the minimal registration requirements, voter turnout in Switzerland is low.

A recent government survey has cited voter apathy as the problem. Many citizens do not feel satisfied with the way their government is run, but do not feel that they can make any changes. Some elements of the population which harbor feelings of political helplessness are women, young people, members of the lower economic strata and a large portion of the French-speaking population.

Low voter participation and apathy have caused a "crisis in democracy" in Switzerland, one which has caused a great deal of concern in the Swiss government. Switzerland has one of the most stable governments in the world and also has one of the lowest rates of voter participation.

India

Information for this section was taken from encyclopedias and the publication, *India 1982*, Research and Reference Division, Publications Division, Ministry Information and Broadcasting, Governing of India, p. 21.

Indian government is a parliamentary system modeled after the British system. Like the governments in other nations, Indian government reflects many cultural beliefs basic to Indian life. While the present government in India is relatively new (it was established in 1950 after India gained independence from Great Britain in 1947), Indian culture is ancient.

Hinduism is the prevalent form of religion in India. As any major religion or philosophical belief does, Hinduism has provided a common bond for the people, but it has been a driving force in it's perpetuation of the Caste System. This is a system wherein people are born into a certain social/religious class and are not able to move outside of the confines of that class. Although the Indian government is basically a democracy and, as such, does not support the Caste System, this belief has profoundly affected the attitudes and lives of the Indian people. Thus, the combination of Hindu beliefs, Britain's parliamentary system and the peerage systems have made Indian government a highly indirect democracy. The role of culture is elevated to government representation in India.

The Indian government, like other parliamentary systems, has a national representative bicameral legislature with a President, who is advised by a Prime Minister. And, again, as in other parliamentary systems, the real executive power rests with the Prime Minister and not the President.

Parliament is divided into the Rajya Sabha (House of the States) and the Lok Sabha (House of the People) and the elections to the two houses are held totally independently of one another.

The Rajya Sabha, a 250-member body, is comprised of a proportionate number of officials from each of the states and territories, elected by their respective assemblies. In addition to the officials from the states and territories, there are 12 people appointed to the Rajya Sabha by the President of India. Since representation is based on a proportion of the population, the number of statesmen elected to the legislative body fluctuates. Currently there are only 244 representatives in the 250-member Rajya Sabha.

The Rajya Sabha is not subject to dissolution by the President, but every two years one third of the representatives retire and new representatives are elected.

The Lok Sabha is a 544-seat body with 525 of its members elected in popular elections held by the states and union territories (17 members are elected by the territories). In addition, there are two citizens representing the Anglo-Indian Community appointed by the President. Members of the Lok Sabha serve five-year terms which begin with the convening of the first session of each new Lok Sabha. As is the case with the Rajya Sabha, state and territorial representation is proportional according to population in the Lok Sabha.

Indian Presidents are elected every five years by an electoral college consisting of members from both Houses of Parliament and the state legislative bodies. One of the first acts of each new President is the appointment of a Council of Ministers (similar to the United States Presidential Cabinet) and a Prime Minister who will be his advisors. Although the Council of Ministers acts in an advisory capacity, its acts are subject to the approval of the Lok Sabha (House of the People), thus providing a system of checks and balances.

To register to vote in India, one must

- be a citizen and a resident;
- be 21 years old;
- not be declared insane;
- not be guilty of corrupt practices;
- not be a convicted criminal.

All elections in India are regulated by a presidentially appointed Election Commission. Although the Indian President has the power to appoint a number of people to this Commission, historically there has only been one appointment made: that of the Chief Commissioner.

GRADE: NINE

Worksheet 34

NAME OF COUNTRY	GNP P/C	MATURE, INDUSTRIALIZED/ DEVELOPING ECONOMY	MAJOR ECONOMIC ACTIVITIES	DEGREE OF GOVERNMENT CONTROL*	LITERACY RATE/ DEGREE OF ACADEMIC FREEDOM	STATUS OF CITIZEN INVOLVEMENT IN VOTING PROCESS**	DEGREE OF POLITICAL STABILITY

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* Relates to degree of government control regarding economy and society in general.

**Relates to degree of government requirement for citizen to participate in the voting process in that country.

SUPPLEMENTAL MATERIALS: SECONDARY

STRATEGY—Graphs and Political Cartoons

Major Idea

In our democratic society, the citizens are afforded the opportunity to utilize and interpret the most commonly used information disseminating tools. Two of the tools are political cartoons and graphs. In this strategy, the student will (a) interpret and analyze political cartoons and (b) interpret and analyze political graphs.

Certain types of information lend themselves to a better understanding through graphs, as opposed to straight narrative. The computer age has accelerated this trend. A large percentage of information pertaining to our political system is cartooned and graphed, so it is important for students to be able to read and analyze this material.

Learning Objectives

As a result of this strategy, the student will

1. identify symbols used in political cartoons;
2. comprehend the meaning of a political cartoon; and
3. list the type of information each graph provides.

Teaching Strategies

1. Two weeks before starting this activity, display examples of political cartoons and various types of graphs. Either give the students a folder or have them purchase a folder to organize working/learning materials and worksheets. The folder will be divided into political cartoons and graphs. Instruct students to collect from various sources political cartoons and graphs and place them in the appropriate section of the folder.

   Suggestions:

   a. Make the assignment on Friday and begin two weeks later on Monday.

   b. Ask a student clerk to keep a daily record to make certain students do not wait until the last minute to begin their collection. (Worksheet SS 1, page 239)

   c. Encourage students to help each other in gathering the materials.

2. After the students have compiled their collection, ask them to divide their graphs into different types. Lead class in an exercise separating and analyzing their cartoons. Some examples of symbols and their meaning are on Worksheet SS 2, page 241. (LO 1 and 2)

   Using the analysis of an Editorial Cartoon found on Worksheet SS 3, page 243 have the students select one cartoon to use for this exercise.

3. Using the data on Worksheet SS 4, page 245 have the students make a graph of the number of persons voting in a U. S. Presidential election from 1900–1984. Lead class in an assessment of sample demographic graphs.

Evaluation

No formal evaluation

Teaching Aids/Resources

Daily Record of Student Work: Worksheet SS 1
Vocabulary and Symbols: Worksheet SS 2
Editorial Cartoon: Worksheet SS 3
Voting Information to Graph: Worksheet SS 4
Age Distribution Graph: Worksheet SS 5
Labor Force: Worksheet SS 6

Video Tape Number 76790: "Information from Experts-Sec-2"

Newspaper and magazines
Textbooks
Editorial Cartoonist

Vocabulary

caricature
symbol
syndicated cartoon

Worksheet SS 1

Daily Record of Student Work

Student	Graphs	Political Cartoons

Worksheet SS 2

Editorial Cartoons

Editorial cartoons express a personal view of politicians and campaigns. The cartoonist tries to encourage people to think about issues. This is accomplished through the use of caricatures and symbols.

Vocabulary Words

CARTOON—a drawing that caricatures, often satirically, some situation or person; a humorous drawing, often with a caption

CARICATURE—to distort the representation of a person or issue with ludicrous effect

SATIRE—the use of ridicule, sarcasm, irony, etc., to attack or deride vices, follies, etc.

EDITORIAL—a statement of opinion in a newspaper or on radio or television

OPINION—a belief not based on certainty or knowledge but on what seems true, valid or probable; an evaluation, estimation, etc.

POLITICAL—concerned with the science of government, having to do with political affairs

SYMBOL—something used to represent some other thing which is not easily represented or visualized; for instance, the dove is a **symbol** of peace

Common Symbols of Cartoons

1. China—dragon
2. Russia—bear, hammer and sickle
3. United States—Uncle Sam, Statute of Liberty
4. Great Britain—John Bull, lion
5. Democrats—donkey
6. Republicans—elephant
7. Peace—a dove or an angel
8. World—a globe; man with a globe head
9. Unions—man in working clothes
10. Farmers—man in overalls

Worksheet SS 3

EDITORIAL CARTOONS

Paste an editorial cartoon about an election or political issue in the space provided. Answer the questions below about the editorial cartoon.

1. What symbols are used in the cartoon? ____________________

2. What is the cartoonist saying in this cartoon? ____________________

3. Do you agree? __________ Why? ____________________

Worksheet SS 4

Number of Persons Voting in Presidential Elections

Population	*Year*	*Number of Persons Voting*
75,994,575	1900	13,566,056
	1904	12,701,397
	1908	14,088,012
91,972,266	1910	
	1912	9,778,434
	1916	17,677,827
105,710,620	1920	25,299,553
	1924	24,111,519
	1928	36,407,824
122,775,046	1930	
	1932	38,583,698
	1936	44,431,180
131,669,275	1940	49,549,358
	1944	47,608,789
	1948	46,074,865
150,697,361	1950	
	1952	61,093,955
	1956	61,319,768
179,323,175	1960	68,334,742
	1964	69,972,432
	1968	62,608,525
203,235,298	1970	
	1972	75,641,921
	1976	79,973,609
226,504,825	1980	86,495,678
	1984	92,652,842
	1988	91,609,673

STRATEGY: School Elections

Major Idea

Social studies in grades seven through nine cover Virginia, United States and world history and citizenship, and offer students opportunities to practice basic skills of citizenship through projects which involve them in community affairs. School elections complement this experience.

Students demonstrate their understanding of the electoral process and participate in the democratic selection of student leaders. Voter education supplements on cartoons, graphs, maps, symbols, campaigns and election procedures provide students with the fundamentals necessary for their responsible participation in school election activities.

Learning Objectives

As a result of this strategy, the student will

1. demonstrate an understanding of the electoral process;
2. participate in a democratic process;
3. identify and support preferred characteristics of student leaders; and
4. assist fellow students in developing or following campaign activities.

Teaching Strategies

1. Contact the student activities director in your school and ask what plans he/she has for coordinating school elections.
2. Attend faculty meetings that relate to school elections and participate with your fellow faculty members in leading your students through this important voter education process.

Evaluation

No formal evaluation

Teaching Aids/Resources

Department of Education, Social Studies Division
Public School Division, Superintendent in your locality

Vocabulary

assemblies
criteria
installation
leadership
nominate

HIGH SCHOOL GRADES 10-12

Grade: Ten

Introduction

Tenth grade social studies expands upon sixth and ninth grade **Social Studies Standards of Learning**. Students learn both to recognize the significance/importance of mass media in today's world and to analyze media information using two major approaches: 1) distinction of fact and of opinion and 2) identification of bias in media presentation.

Students use political cartoons, newspapers and television programs as resources for analyzing messages conveyed by artists and reporters. They also conduct a survey to determine how the public perceives the media.

Recognizing the importance of and developing an appreciation for our democratic way of life, tenth graders study the beginnings of democracy. They also compare and contrast the characteristics of democratic and totalitarian societies. Students recognize the importance of individual rights and that voting is a right **and** a responsibility in preserving our democracy.

Strategy—**Media Analysis and Political Issues,** pages 251–255 engages students in a series of critical and analytical exercises in which they are instructed to assess the roles and approaches adapted by the media in reporting political issues.

Strategy—**Forms of Government,** pages 257–259 gives the student the opportunity to simplify a study of world governments by outlining the elements of totalitarian and democratic governments and by making an outline study of the governments of Sparta and Athens.

STRATEGY—Media Analysis and Political Issues

Major Idea

Mass media has a tremendous impact on every aspect of our lives, including the formation of public opinion. Students learn the difference between subjective and objective reporting of issues and candidates. This strategy examines the use of journalistic slants on political issues and their effects on voters.

Learning Objectives

As a result of this strategy, the student will

1. learn methods used by journalists to give an article a point of view;
2. determine whether or not an article or cartoon has a political bias;
3. differentiate between facts and opinions in articles, cartoons, broadcasts and editorials; and
4. survey members of the community to determine their perception of the media's role and effectiveness in political reporting.

Social Studies Standards of Learning Objectives

10.11 *The student will analyze media information depicting current events.*

Emphasis is on identifying values, distinguishing between fact and opinion, determining points of view and gathering data from charts, graphs and political cartoons.

10.12 *The student will project possible future developments using current and historical data.*

Emphasis is on the ability to use data to clarify issues, reach tentative conclusions and make predictions concerning possible developments. (The student might investigate the history of world population growth, clarify the effects of overpopulation, suggest ways of dealing with populationrelated problems and make predictions based on current data.)

Teaching Strategies

1. Engage the class in a discussion of news coverage of political campaigns. What are the students' perceptions? Lead a class discussion of editorializing vs. objective reporting. Vote on which the students would like to find examples for and study first.
   a. Begin with Jefferson's quote on an informed/educated electorate. Ask the students how we are kept informed.
   b. Who are the media?
   c. How can you determine if a campaign issue is being reported fairly? Can you tell the bias of a particular newspaper editorial or story, TV coverage or commentary? How?
   d. Discuss the use of words (adjectives, adverbs, verbs) in campaign reporting.
   e. Ask class to attempt to reach a consensus opinion on media reporting.

2. Compare two articles from different papers on the same topic. Look at the stylistic and tonal differences in the articles. (Look at the words used and the length of the articles in particular. Where were they placed in the paper?) What symbols are utilized? (LO 1) (SOL 10.11)

3. Have students analyze articles/cartoons and discuss what political bias, if any, they found. What is fact and what is opinion in these samples? (LO 2 and 3) (SOL 10.11)

4. Act as a candidate for office giving a news conference. Instruct the class to act as news reporters and write an article on the press conference. Have each student read his article to the class. Follow with a discussion on the different viewpoints the "reporters" used and the different interpretations that were derived from the same press conference. (Roles of reporters: conservative, liberal, working class, rural, small town, metro area) (SOL 10.12)

5. Have each student administer the Media Survey (Worksheet 35, page 253) to at least ten people. As a class, calculate and analyze the results of the survey. Discuss them. (LO 4)

6. Discuss the affects of the media on political issues. (Worksheet 36, page 255)

7. You may want students to keep a notebook of articles from various newspapers and/or magazines during the course of an election.

Evaluation

Paragraph about media bias

Comparisons between two articles (chosen by teacher from a recent newspaper) for bias

Teaching Aids/Resources

Media Survey: Worksheet 35
Evaluation of Issues in the Media: Worksheet 36

Newspapers
Radio
Television
Library References
"Public Opinion" published by the American Enterprise Institute
Film: "The Whole World is Watching," 55-minute color film in which David Brinkley and Walter Cronkite probe questions of bias in television newscasting.
Videotape of major networks covering same story.
Copies of different newspaper covering same event.
Tapes of various local radio stations covering preceding day's events.

Vocabulary

bias
editorial
fact
journalist
mass media
objective
opinion
reporter
subjective

Worksheet 35

Q.: HOW IS THE MEDIA PERCEIVED BY THE PUBLIC?

MEDIA SURVEY

1. Would you say that you followed the course of the last election:

   A. Closely, in detail

   B. With interest, scanned the issues

   C. Not at all

2. Would you say that you gained most of your information about the candidates/issues from:

   A. Television

   B. Radio

   C. Newspapers

   D. Other (list) ______________________

   E. All of the above

   F. None of the above

3. In my opinion, the following mediums treated the candidates/issues fairly:

   A. Television

   B. Radio

   C. Newspapers

   D. All of the above

   E. None of the above

4. I knew who I was going to vote for before the campaigns really began. True or false?

5. To what degree did the media influence my choice in voting?

   A. A great deal

   B. Somewhat

   C. Not at all

6. In your opinion, what is the most accurate source of information:

   A. Television

   B. Radio

   C. Newspapers

   D. Other (list) ______________________

   E. All of the above

   F. None of the above

Worksheet 36

Evaluation of Issues in the Media

Answer the following questions on a separate sheet of paper.

1. List at least three current major political issues.
2. Describe at least two stands on these issues. How were they reflected in the media?
3. Is there a great deal of difference between the presentation of issues in the media and in our factual knowledge of them?
4. In your opinion, how has media coverage changed over the past 25 years?
5. Define the following words:

   mass media
   editorial
   fact
   bias
   subjective
   objective
   press release
   press conference
   canvass
   telephone bank
   primary
   committee
   fundraising
   targeted group
   delegation
   district
   constituency

STRATEGY—Forms of Government

Major Idea

The significance of voting in a society depends upon the style of government developed within the society. Whether the society has a democratic or totalitarian system depends upon many underlying forces. Forms of government determine individual rights.

Learning Objectives

As a result of this strategy, the student will

1. list characteristics of a democratic and of a totalitarian society;
2. compare and contrast the characteristics of democratic and totalitarian societies;
3. identify the role of individual rights in democratic and totalitarian societies;
4. express an opinion pertaining to democratic and totalitarian societies; and
5. analyze and explain why voting is a right and a responsibility.

Social Studies Standards of Learning Objectives

10.2 *The student will compare and contrast past and present political systems.*

Emphasis is on comparing monarchy, theocracy, democracy and dictatorship in such areas as sources of political power and rights of the individual.

Teaching Strategies

The cultural patterns developed in the ancient city states of Athens and Sparta are an excellent comparison of democratic and totalitarian societies.

1. Divide the class into two groups (four groups if large class). One group will research citizenship and government in Athens and the other group will do the same for Sparta. The following questions focus their research:
    a. What were the qualifications for citizenship?
    b. What role did the citizen play in the selection of leaders?
    c. What qualifications did a person have to possess in order to hold public office? Use the attached chart. (Worksheet 37, page 259) to outline information for students to research.)
    d. What were the principal offices of leadership?
2. When the research activity has been completed, have students compare the two societies. Discuss major points. Why did the two societies develop differently? Develop a list showing the student's preferences in a comparison between the two societies' likes and dislikes. Use the chart in Worksheet 37 to organize the preceding activities. (LO 1, 2, 3, 4 and 5) (SOL 10.2)
3. Discuss characteristics of democratic versus totalitarian form of government with emphasis on citizen participation.

   a. List three characteristics of a citizen in a democratic society.

   b. List three characteristics of a citizen in a totalitarian society.

   c. What is a major difference between a democratic and a totalitarian society?

   d. In a letter, assume the role of a citizen of one of the societies. Write to a friend in the other society and tell him why you like either his or your own society. (LO 1, 2, 3 and 4) (SOL 10.2)

4. Have students make generalizations about forms of government by asking them to identify characteristics of both totalitarian and democratic societies. (LO 4) (SOL 10.2)

   a. Have students draw political cartoons depicting some aspect of Athenian or Spartan society.

   b. Assign a group of students to arrange a bulletin board display contrasting Spartan and Athenian life.

   c. Assign another group of students to create a flow chart or time line tracing democracy from Athens to the United States.

Evaluation

No formal evaluation.

Teaching Aids/Resources

Forms of Government: Worksheet 37

Textbooks
Library references
Filmstrips (if available)
Film: "Democracy" An 11–minute black and white film which illustrates the meaning of democracy by analyzing four major concepts on which there is general agreement.
Film: "Athens, The Golden Age" A 29–minute color film which outlines the major aspects of Athenian life which contributed to the "Golden Age."

Vocabulary

citizenship
compare
contrast
democracy
privilege
responsibility
right
totalitarianism

Worksheet 37

Forms of Government

	Sparta	Athens
1. Qualifications of citizenship.		
2. Role of citizen in selecting leaders.		
3. Qualifications for holding public office.		
4. Principal offices of leadership.		

Compare the effectiveness of citizen participation in Athens, Sparta and the United States. List examples to show how voting is a right, privilege and how it is a responsibility. Use the chart below to organize your thoughts.

	Sparta	Athens	U. S.
Right			
Responsibility			

Grade: Eleven

Introduction

The eleventh grade student studies Virginia and U.S. history from European exploration in America to presentday events.

In Strategy—**Role of Political Parties in the United States,** pages 263–274, the student is introduced to the concepts and techniques used by political figures in the formation of platforms and issues for debate. Although political parties are emphasized more in the twelfth grade **Standards of Learning for Social Studies,** there are a number of eleventh grade **Standards of Learning** that lend themselves to an investigation of political parties and the divergent viewpoints they have represented in the shaping of our history.

In Strategy—**History of Voting in the United States,** pages 275–283, the student explores relationships between Virginia and U.S. documents, their development and presentation of the principles of democracy and the emergence of individual rights.

STRATEGY—Role of Political Parties in the United States

Major Idea

Informed citizens should understand the development of the American political party system.

George Washington told the nation that he would not seek a third term and as a "parting friend" he warned of the "continual mischief" of party politics. Parties, especially those based on geographic regions, would divide the nation and threaten its unity. Despite Washington's warning, the two-party system has evolved into an American institution.

In light of the important role of political parties in our system of government, it is necessary for students to understand how political parties developed, their function, their structure and their influence.

Learning Objectives

As a result of this lesson, the student will

1. understand the historical reasons for the development of the American political party system;
2. identify contributions political parties make to the electoral process;
3. understand the basic structure of the two major political parties;
4. recognize the influence of third parties in the American political process;
5. measure level of interest and activism in politics; and
6. measure level of confidence and trust in government.

Social Studies Standards of Learning Objectives

11.4 *The student will show the ways that divergent viewpoints have influenced historical events and decisions.*

Emphasis is on developing an awareness of alternative points of view and on the way differences helped to shape the histories of Virginia and the United States, e.g., how conflicting sectional values and attitudes contributed to the outbreak of the Civil War.

11.8 *The student will explain the relationship of economic cycles to political and historical events.*

Emphasis is on the way that economic, political and historical events are interdependent, e.g., the Great Depression—Election of 1932 and World War II—rapid economic growth.

11.9 *The student will conduct research and present the results in an oral and/or written form.*

Emphasis will be on collection, organization, analysis, interpretation and synthesis of information from reliable primary and secondary sources. Assignments may range from a simple report to a research paper and could include oral presentations.

11.11 *The student will arrange events and historical periods in chronological order.*

Emphasis is on sequential relationships of periods and events, not on memorization of dates.

Teaching Strategies

1. Political parties have influenced elections throughout U. S. history. Beginning with a study of presidential elections, have the students develop a chart showing election year, candidates and party affiliation, person elected (party affiliation) and voter turnout. (Voter turnout is available on Worksheet 41, page 279.) This can be further developed for gubernatorial elections in Virginia if time allows. (LO 1) (SOL 11.8 and 11.11)

2. Using the charts developed by the students as a basis, lead a class discussion on party development: Federalist, Democrat-Republican, Coalition, Whig, National Republican, Democrat, Democrat Liberal Republican, Republican. This discussion should lead to the realization that this country now has two major parties: Democratic and Republican. (This discussion can be supplemented by using the publication *Politics in America*, Taft Institute.) (LO 2) (SOL 11.8)

3. Introduce party structure to illustrate the relationship between the national party chair and precinct workers. (Worksheets 38 and 39, pages 267 and 269) (LO 3)

4. Once the students understand the two-party system, lead a class discussion on present-day minor parties. Why do they form? Write a list of names of current minor parties on the board. Ask students to select one about which to write a brief report. (LO 4) (SOL 11.4 and 11.9)

5. The student may gain a better understanding of the various attitudes prevalent in this country by conducting the Political Attitude Survey. (Worksheet 40, pages 271–274) Students should survey at least three persons and develop a paper showing either the political interest and awareness of their interviewees or their lack of interest. All the surveys from the class can then be categorized by different criteria such as age and sex, political activity, confidence and trust in government, and conservative and liberal to see if there are any correlations which can be made. (LO 5 and 6) (SOL 11.9)

Evaluation

Knowledge of American political parties
Class discussion
Oral or written reports

Teaching Aids/Resources

Party Organization Chart: Worksheet 38
Party Structure: Worksheet 39
Political Attitude Survey: Worksheet 40

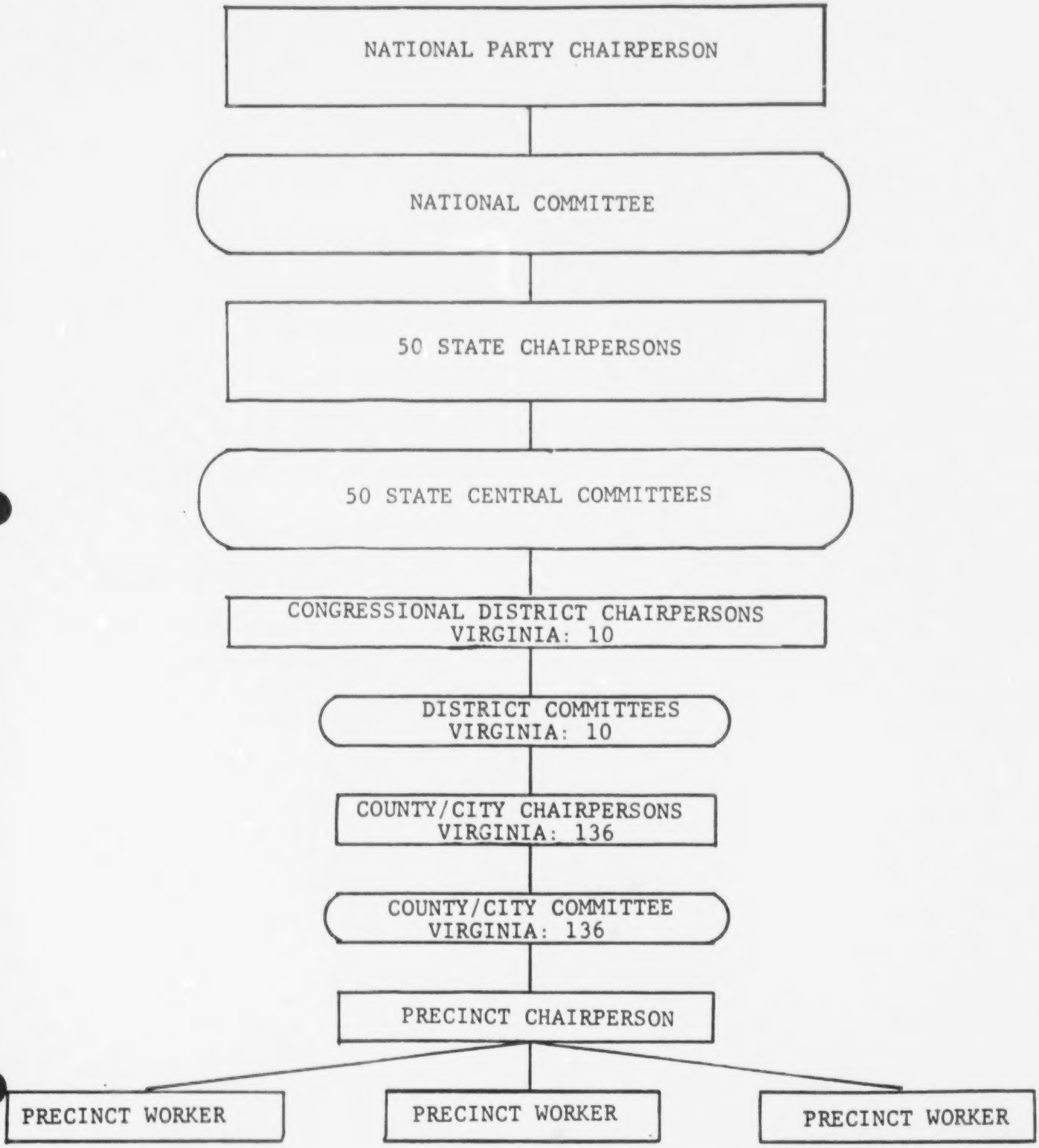
Political Party Chair
Political Party Headquarters
Newspaper and magazine articles
State Board of Elections
Politics in America, Taft Institute

Vocabulary

caucus
conventions
divergent
platform
political party

Worksheet 38

PARTY ORGANIZATIONAL CHART


NATIONAL PARTY CHAIRPERSON
NATIONAL COMMITTEE
50 STATE CHAIRPERSONS
50 STATE CENTRAL COMMITTEES
CONGRESSIONAL DISTRICT CHAIRPERSONS VIRGINIA: 10
DISTRICT COMMITTEES VIRGINIA: 10
COUNTY/CITY CHAIRPERSONS VIRGINIA: 136
COUNTY/CITY COMMITTEE VIRGINIA: 136
PRECINCT CHAIRPERSON
PRECINCT WORKER
PRECINCT WORKER
PRECINCT WORKER

Worksheet 39

PARTY STRUCTURE

Both major political parties have the same basic structure as shown on Worksheet 38.

Each party develops separate by-laws on the national and state level.

The parties hold national conventions every four years to select their candidate for President.

The number of delegates each state is allotted to the national convention is based upon party rules.

Each party has a group for young people who are interested in activities of the party: the Young Republicans and the Young Democrats. These groups are very active on college campuses. The chairman of each respective group sits on the state party's central committee. Perhaps you know someone who is a member of either the Young Republicans or the Young Democrats.

If you would like to become involved in party activities, call your general registrar to find out the names of the county/city chair for your locality.

Some things you might volunteer to do as a precinct worker are:

—Hand out campaign literature at the polls on election day.

—Stuff and address envelopes at campaign headquarters.

—Attend party meetings on the local level.

—Distribute material door-to-door.

Worksheet 40

POLITICAL ATTITUDE SURVEY

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I. GENERAL INFORMATION
(Circle one response to each question)

1. Sex

a) Male
b) Female

2. Age

a) Under 18
b) 18–25
c) 26–45
e) 46–55
f) 56–65
g) Over 65

3. Ethnic Origin

a) Caucasian
b) Black
c) Mexican-American
d) Puerto Rican
e) Hispanic-American
f) Asian-American
g) American Indian
h) Other

4. Education

a) Still in high school
b) Never finished high school
c) High school graduate
d) College graduate
e) Advanced degree

5. Social Class (ask respondent to categorize him/herself)

a) Upper class
b) Middle class
c) Lower class
d) Other

6. Political party identification

a) Democrat
b) Republican
c) Independent
d) Other

7. Is your political party identity:

a) The same as both your parents
b) The same as your mother
c) The same as your father
d) Different from both your parents

8. Political philosophy (respondent should categorize him/herself)

a) Liberal
b) Conservative
c) Moderate
d) Independent
e) Other

II. INTEREST AND INVOLVEMENT IN POLITICS
(Circle one response to each question)

9. Would you say that your interest in politics and government is:

   a) High
   b) Low
   c) Average

10. How often do you watch the news on television or listen to it on the radio?

    a) Daily
    b) Weekly
    c) Irregularly
    d) Seldom

11. How often do you read the political and world news sections of the newspaper?

    a) Daily
    b) Weekly
    c) Irregularly
    d) Seldom

12. Do you read any of the following magazines at least once a month?

    a) Time
    b) Newsweek
    c) U.S. News and World Report
    d) New Republic
    e) National Review
    f) Other

13. With whom do you discuss politics?

    a) Teachers
    b) Family
    c) Friends
    d) Union members
    e) People at work
    f) Others
    g) Don't

14. Did you vote in the most recent election?

    Yes
    No

15. Have you ever worked in a campaign?

    Yes
    No

16. Have you ever worn a button or put a sticker on your car in support of a candidate or issue?

    Yes
    No

17. Have you ever written to your Representative or Senator?

    Yes
    No

18. Have you ever participated in a march, demonstration or other political protest?

    Yes
    No

19. Have you ever contributed money to a campaign?

    Yes
    No

III. CONFIDENCE IN GOVERNMENT

(For each question, circle the response which most reflects your opinion)

1) I agree strongly
2) I agree
3) I disagree
4) I disagree strongly

20. In most elections there is a clear choice between candidates.

1 2 3 4

21. Why should I vote? Mine is only one out of thousands or millions, so it doesn't make a difference.

1 2 3 4

22. Getting involved in politics is a waste of my time.

1 2 3 4

23. Government is doing a good job.

1 2 3 4

24. Government wastes a lot of money.

1 2 3 4

25. Most politicians are more concerned with special interest groups than with me.

1 2 3 4

26. Sufficient safeguards exist to prevent abuse of power by future Presidents.

1 2 3 4

27. I can think of specific ways in which government has helped me and my family.

1 2 3 4

IV. ISSUE ATTITUDES

(Circle the appropriate response)

28. Government should help minority groups through affirmative action programs to achieve equality and greater opportunities for advancement.

1 2 3 4

29. The United States should intervene in foreign nations whenever necessary to stop the spread of communism.

1 2 3 4

30. Government regulation of the economy and of business should be decreased.

1 2 3 4

31. Government cannot be said to have the responsibility to provide for the poor.

1 2 3 4

32. A free enterprise system is fundamental to a free society.

1 2 3 4

33. We will not solve our economic problems unless we balance the budget.

1 2 3 4

34. We must continually spend more money on national defense to guard against the communist threat.

1 2 3 4

35. It is false to say that the present tax system favors the rich or business interests.

1 2 3 4

36. The FBI, CIA and local law enforcement officers should be able to wiretap a person's telephone if they claim that the national security is endangered.

1 2 3 4

37. More money should be given to the development of nuclear power plants.

1 2 3 4

STRATEGY—History of Voting in the United States

Major Idea

Students develop an understanding of voting tradition by learning the significant documents and laws that have influenced the history of our nation. The following outline lists major content areas for instruction:

I. History and Background of Voting
  - A. European Contributions
    1. Magna Carta
    2. English Bill of Rights
  - B. Early American Voting
    1. Mayflower Compact
    2. New England Town Meeting
    3. House of Burgesses
    4. Fundamental Orders of Connecticut
    5. United States Constitution
        - a. Amendment 15
        - b. Amendment 19
        - c. Amendment 24
        - d. Amendment 26
    6. Voting Rights Act of 1965 as amended in 1970 and 1975.

Learning Objectives

As a result of this strategy, the student will:

1. Identify voting rights guaranteed by Constitutional Amendments 15, 19, 24 and 26.
2. List document references to voting rights from Magna Carta, English Bill of Rights, Mayflower Compact, Virginia House of Burgesses and the Fundamental Orders of Connecticut.
3. Correlate voter turnout with changes in voting rights from 1850 to the present.

Social Studies Standards of Learning Objectives

11.1 *The student will describe the relationship of Virginia and American documents to democratic principles and the development of those principles.*

The purpose is to stress the development of democratic ideals, both constitutional and philosophical, embodied in documents including the Mayflower Compact, the Virginia Declaration of Rights, the Declaration of Independence, the Constitution of the United States, the Emancipation Proclamation and the Virginia Statute of Religious Freedom.

11.4 *The student will show the ways that divergent viewpoints have influenced historical events and decisions.*

Emphasis is on developing an awareness of alternative points of view and on the way differences helped to shape Virginia and United States history, e.g., how conflicting sectional values and attitudes contributed to the outbreak of the Civil War.

11.9 *The student will conduct research and present the results in an oral and/or written form.*

Emphasis will be on collection, organization, analysis, interpretation and synthesis of information from reliable primary and secondary sources. Assignments may range from a simple report to a research paper and could include oral presentations.

Teaching Strategies

Discuss the history and background of voting in the United States. Also discuss the influence of laws and documents and how they affect voting rights.

1. Assign students to read the English Bill of Rights, the Mayflower Compact and the Fundamental Orders of Connecticut.

   Sources: *The United States, A History of the Republic*. Prentice-Hall 1984. Resource Handbook.

2. Involve students in a discussion on the basic voting rights that would not be guaranteed to the American people had the 15th, 19th, 24th and 26th Amendments not been ratified. (LO 1)

3. Lead and direct student activities from the following list:

   a. Research and document references to voting rights and responsibilities in such documents as the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia House of Burgesses and the Fundamental Orders of Connecticut. (LO 2)

   b. Prepare a bulletin board display of Amendments 15, 19, 24 and 26 of the U. S. Constitution as they relate to voting in the United States.

   c. Research the events around elections from 1900 to 1984 to try and evaluate why voter turnout increased or decreased from the previous Presidential election. (Worksheets 41, 42 and 43, pages 279–283) (LO.3) (SOL 11.1, 11.4 and 11.9)

Evaluation

Knowledge of the history of American voting tradition
Class discussion
Oral and written reports
Tests

Teaching Aids/Resources

Numbers of Persons Voting in Presidential Elections: Worksheet 41
Voter Attendance in Virginia: Worksheet 42
Voter Attendance Chart: Worksheet 43

The United States, A History of the Republic, Prentice-Hall, 1984.

Vocabulary

abridged
caucus
conservative
convention
grandfather clause
lame duck
liberal
localism
moderate
poll tax
primary election
suffrage

Worksheet 41

Number of Persons Voting in Presidential Elections

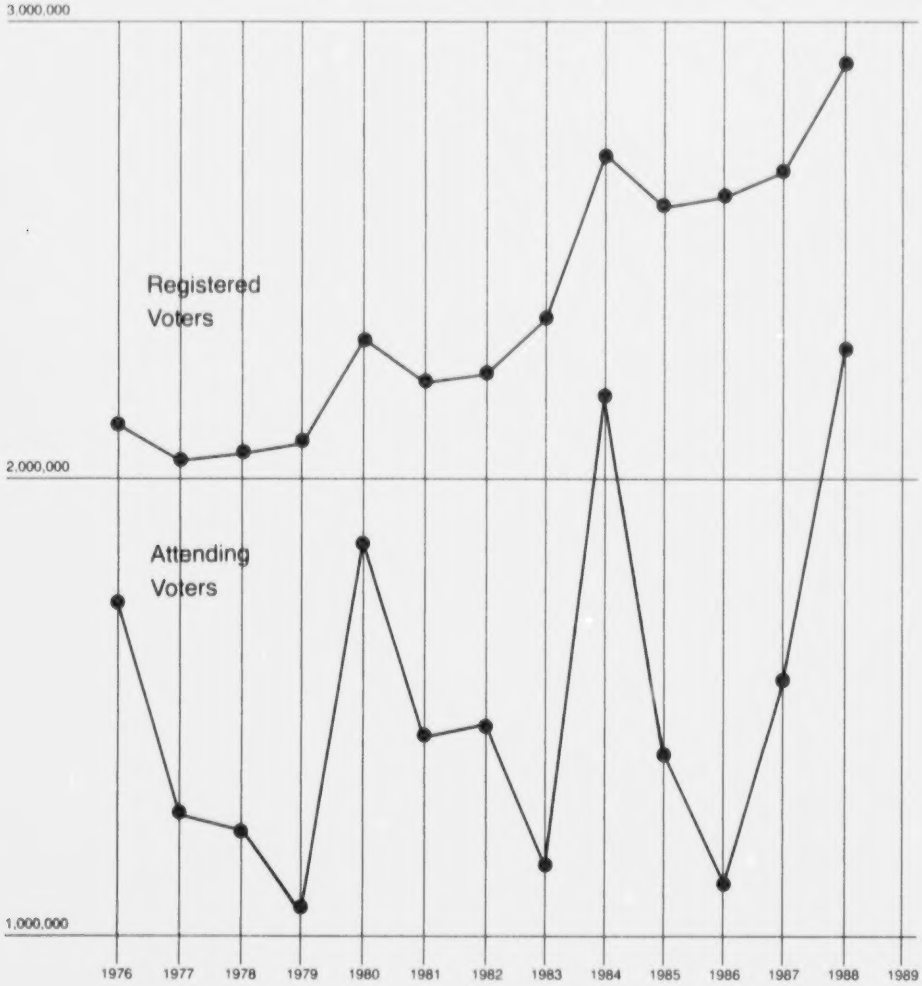
Population	*Year*	*Number of Persons Voting*
75,994,575	1900	13,566,056
	1904	12,701,397
	1908	14,088,012
91,972,266	1910	
	1912	9,778,434
	1916	17,677,827
105,710,620	1920	25,299,553
	1924	24,111,519
	1928	36,407,824
122,775,046	1930	
	1932	38,583,698
	1936	44,431,180
131,669,275	1940	49,549,358
	1944	47,608,789
	1948	46,074,865
150,697,361	1950	
	1952	61,093,955
	1956	61,319,768
179,323,175	1960	68,334,742
	1964	69,972,432
	1968	62,608,525
203,235,298	1970	
	1972	75,641,921
	1976	79,973,609
226,504,825	1980	86,495,678
	1984	92,652,842
	1988	91,609,673

Worksheet 42

VOTER ATTENDANCE IN VIRGINIA 1976–1985

YEAR	REGISTERED VOTERS	VOTING REGISTERED VOTERS	%VOTERS
1976	2,123,849	1,716,182	80.8%
1977	2,020,623	1,267,208	62.7%
1978	2,026,515	1,251,471	61.7%
1979	2,050,499	1,059,158	51.6%
1980	2,309,181	1,881,648	81.4%
1981	2,214,926	1,437,382	64.8%
1982	2,234,011	1,454,628	65.1%
1983	2,330,595	1,178,707	50.6%
1984	2,675,641	2,180,515	81.5%
1985	2,597,904	1,377,966	53.0%
1986	2,609,698	1,115,179	42.7%
1987	2,657,412	1,571,110	59.1%
1988	2,877,144	2,231,876	77.6%

SAMPLE GRAPH (YEAR/1,000,000 VOTERS)



Worksheet 43

ELECTION RESULTS IN PRESIDENTIAL ELECTION YEARS FROM 1900 TO 1984

PRESIDENTIAL ELECTION YEAR	WINNER	NUMBER OF VOTES CAST FOR WINNER	NUMBER OF VOTES CAST FOR LOSER
1900	McKinley	7,207,923	6,358,133
1904	Roosevelt	7,263,486	5,077,911
1908	Taft	7,678,908	6,409,104
1912	Wilson	6,293,454	3,484,980
1916	Wilson	9,129,606	8,538,221
1920	Harding	16,152,200	9,147,353
1924	Coolidge	15,725,016	8,386,503
1928	Hoover	21,391,381	15,016,443
1932	Roosevelt	22,821,857	15,761,841
1936	Roosevelt	27,751,597	16,679,583
1940	Roosevelt	27,244,160	22,305,198
1944	Roosevelt	25,602,504	22,006,285
1948	Truman	24,105,695	21,969,170
1952	Eisenhower	33,778,963	27,314,992
1956	Eisenhower	35,581,003	25,738,765
1960	Kennedy	34,227,096	34,107,646
1964	Johnson	42,825,463	27,146,969
1968	Nixon	31,710,470	30,898,055
1972	Nixon	46,740,323	28,901,598
1976	Carter	40,825,839	39,147,770
1980	Reagan	43,899,248	35,481,435
1984	Reagan	54,455,075	37,577,185
1988	Bush	48,901,509	41,809,292

Grade: Twelve

Introduction

Most students who enter twelfth grade either are or will soon be eligible to vote. This makes twelfth grade an especially significant year for educators and students. Grade twelve is the culminating year during which the student is making concrete plans to move into the responsible adult world.

High School Supplemental Materials, pages 297–329 give an overview of voting in Virginia and exercises verbal skills to prepare the student to interpret information relating to voting and to actively participate in the electoral process.

Strategy—**Special Interest Groups,** pages 287–292 familiarizes students with groups that educate voters and gives students an opportunity to learn who lobbyists are and what they do. Individual rights and freedoms are represented by some special interest groups and may interest some students enough to become actively involved.

Strategy—**Local Government,** pages 293–295 gives the student an overview of government organization and the qualifications of both voters and candidates.

STRATEGY—Special Interest Groups

Major Idea

A conscientious citizen understands the candidates' positions on the issues. There are many organizations whose sole purpose is to educate the voter. The League of Women Voters is such an organization. Their sponsorship of various public forums and political debates at state and national levels is well known.

In addition there are many pressure groups which exert influence such as the American Medical Association and the National Education Association. These groups subsidize the dissemination of information slanted for or against certain pieces of legislation under consideration. Many of these groups employ individuals called lobbyists who try to influence the decisions of legislators.

Labor unions also have their own lobbyists, as do many of the various special interest groups across the spectrum of American life. Any controversial piece of legislation causes these pressure groups, both pro and con, to galvanize into action with the aim of persuading the legislators to support their point of view.

The concerned citizen will endeavor to examine the arguments of both the advocates and opponents of each issue and then identify the position of the candidates regarding these issues. At the same time, the voter will bear in mind that the position taken and the material published by organized supporters or opponents on any question are necessarily going to be one-sided, and that both sides of each question should be studied so that an intelligent decision can be made.

Lobbyists operate on both the national and state levels. In Virginia, lobbyists must register with the Secretary of the Commonwealth. This enables the legislators and the public to know what groups are endeavoring to influence the votes of the legislators. Lobbyists can exceed reasonable limits in their efforts to gain favorable consideration for their special interests thus producing a rather dangerous situation. As a result, many candidates, in their quest for votes, become one-issue candidates ignoring other more important problems.

Learning Objectives

As a result of this strategy, the student will

1. explain the purpose, legitimacy and activities of lobbyists in our democratic system of government;
2. identify better-known lobbying groups and their activities;
3. identify potential problems resulting from the activities of pressure groups and the need for regulation of their efforts; and
4. demonstrate an understanding of the function of the lobbyist.

Social Studies Standards of Learning Objective

12.1 *The student will be involved in civic activities.*

Focus will be placed on such activities as voter registration and voting in simulated and/or real elections, communications with public officials, attendance at public meetings and involvement in civic activities.

Teaching Strategies

1. Introduce the role of lobbyists by giving students a handout on the activities of a lobbyist. Have students answer questions regarding the purpose, legitimacy and activities of lobbyist. (LO 1)

   Read to class "I Was a Teenage Lobbyist" and follow with a class discussion. The following points should be made: (Worksheet 44, pages 291–292)

   a. Lobbyists are people who attempt to persuade legislators to vote for or against certain issues.

   b. Anyone can be a lobbyist.

   c. Lobbyists need facts, not opinions.

2. Find an example of lobbying activity in the newspaper. Cut out the article and include it with your own onepage summary describing the basic details.

3. Role play the following activity in which students divide into three groups representing

   1. a legislative committee considering a bill;

   2. lobbyists in support of a bill; and

   3. lobbyists against a bill.

   "Lobbyists" will present arguments before the "committee", which will then make a decision based on the student presentations. (LO 3)

4. Invite a professional lobbyist to speak to the class to explain this type of activity and to answer questions.

5. Attend a legislative committee session to observe the efforts of lobbyists and then report impressions to the class. (SOL 12.1)

6. Collect various brochures and publications of better known lobbyists for classroom evaluation. (LO 2)

7. Contact various legislators for their views on the activities of lobbyists. Radio or television broadcast simulations can be presented to the class with the help of a tape recorder or video cassette recorder. (SOL 12.1)

8. Through participation in the Virginia Model Assembly, students can play the role of lobbyists by working to achieve the passage of certain bills and/or the defeat of others. (LO 4)

9. Write for a legislator's view on the importance and impact of the work of the lobbyists. (SOL 12.1)

Evaluation

Effectiveness of role playing
Radio/TV simulations
Response to legislators

Teaching Aids/Resources

"I Was a Teenage Lobbyist": Worksheet 44

Audio/Video Equipment and Technicians
Lobbyists
Speakers/Legislators

Vocabulary

bill
legislative committee
lobbyist
persuade
poll
subcommittee

Worksheet 44

I WAS A TEENAGE LOBBYIST
by Michael R. Hagopian

Mr. Hagopian served as cochairman of Young Rhode Islanders for Handgun Safety. In 1977, he became the state's youngest registered lobbyist at the age of 16. He graduated from Smithfield High School in 1979 and went on to Syracuse University in New York from which he graduated in 1983. He is presently enrolled in a law program and is also a candidate in the master's program in business administration at Bridgeport University in Massachusetts.

It is important to note also that the average citizen can act as a lobbyist on an issue of particular concern by requesting the opportunity to testify before a legislative committee to present relevant material or simply to explain one's ideas or concerns. A good example of this is the achievement of two young Rhode Islanders whose interest in gun control legislation led to their having a considerable impact on the development of a gun control bill which was acted upon by the Rhode Island General Assembly in the 1979 session. A description of the activities of these teen activists follows.

In the summer of 1977, several high school students got together to form an interest group because we were all very much aware of the problems with handguns. A bill was introduced into the General Assembly with the strong support of the Governor that sparked us to organize ourselves and work toward a goal.

We decided to have our organization, "Young Rhode Islanders for Handgun Safety", dissolve 24 hours after the passage of the bill so we could claim we were only interested in that one bill. Main concerns for the summer of '77 were to increase our membership and raise money. It is almost impossible for any interest group to function without money or enough support. We got the support we needed, but it became necessary to charge dues for our income; therefore, our budget was very low.

In preparation for the upcoming General Assembly session, we wrote many gun control groups across the country in an effort to gain support. We got the support and information. Handgun Alert of Providence, Rhode Island, and the Coalition to Ban Handguns of Washington, D.C., were two groups that helped us greatly throughout our endeavor. An established group can help a new one get started, and one way is by providing information and facts about how similar laws work in other states.

At the start of the 1978 session, we sent representatives to all the legislative committee hearings to testify. In order to testify, any group needs facts, not opinions, or else the assemblymen will never listen to you. The hospitals and police department, provided us with some of the facts we needed but we felt it important to know if the people of Rhode Island were behind us. So our organization ran a telephone poll of 500 people throughout the state. With the help of a noted Rhode Island College Professor, an expert in the field of polling, we were able to produce a very accurate and scientific poll. The results were most favorable to our cause, and in February, Rhode Island Handgun Safety Month, we held a press conference to release our results to the press and a few politicians. It is very effective to show assemblymen that you are representing the people, and not lobbying for selfish reasons. Our survey showed that the people were behind us, but our opponents tried to counteract this and use a radio poll to try and show that people were against the bill. The radio poll was run by a local station which asked listeners to call in and express their views in the form of a vote. It was later stated that their phone-in survey could not be compared to our scientific poll, as was later stated by both our expert as well as the radio station that ran the poll.

In order to follow up our survey, we continued attending committee meetings and talking to senators and representatives who were both directly and indirectly involved with the bill. The better we got to know the assemblymen, the more responsive they were to us. By talking to the key people in the state house, we were able to change the minds of colleagues. Another big help to us that we always knew where the bill was and how it was progressing. We kept a close watch on it and thus were able to act on it quickly, as was sometimes necessary.

The first year the bill was introduced, it passed the Senate but failed the House, which set up a subcommittee to study the bill over the summer. This meant the summer was going to be an important stage of the bill's "life." But by keeping in close contact with the subcommittee, we were able to persuade them with the support of our partners in the Coalition for Handgun Safety.

In the next session, the bill passed committee and passed the House with no problem, and then proceeded to the Senate Special Legislation Committee. The bill passed this committee with a lot of controversy, and was placed on the Senate agenda for the last day the legislature was in session. I remember this day too well. I was co-chairman of the lobby at the time along with my good friend Paul, and we got out of school at one o'clock to sit on the Senate floor. I arrived only to find that the Senate had recessed for an indefinite amount of time. The session reconvened after an hour and we then had to wait for our bill to come up on the calendar; we didn't know when it was due and neither did anyone else. The session was supposed to end at a certain time and five minutes before the time was up, they extended the time one hour. There were several attempts to kill it, which made us even more nervous. As the clock was nearing 9:00 P.M., the Senate took one final vote: our bill passed!

This victory could not have been accomplished without the help and cooperation of all the "adult" groups in the coalition, and the sheer devotion of our group. Success in lobbying is brought about by hard work, devotion and factual information. A member of the legislature only wants to hear facts, because he sometimes depends on interest groups to provide him with information that he doesn't have time to research. If an interest group can be trusted, it will receive better results from legislators.

Nobody is going to influence an official merely by sitting at home and writing letters all day. You have to be a go-getter in order to influence people. One doesn't have to be a pest; just let the leaders know who you are and make a good appearance every time you see them. This doesn't mean writing letters is bad; it can be very effective but it must supplement personal appearances.

Source: The Rhode Island Book, League of Women Voters

STRATEGY—Local Government—Board of Supervisors/City Council

Major Idea

(It is assumed that students have previously studied the political party structure. See Role of Political Parties in the United States, pages 263–274)

Local governments are the most visible of all governments to the average citizen and offer the best opportunity to influence governmental decision-making. Paradoxically, fewer people vote in local than in national elections. Local governments provide such familiar services as public schools, police and fire protection, water and waste disposal systems, and traffic control. As agents of the state, they collect income taxes and some license fees, register voters and conduct elections, and they prosecute offenders against state laws.

Local governments are creatures of the state. Under authority granted by the Constitution, the General Assembly may pass legislation which creates, modifies or dissolves them. The Constitution provides for four types of local units: counties, cities, towns and regional governments. In 1986, Virginia had 95 counties, 41 cities, 189 towns and no regional governments.

City-county separation is a unique feature of Virginia local government. Counties have no jurisdiction over cities within their boundaries as they do in other states. Towns, on the other hand, remain a part of their counties. A Virginian cannot be a resident of both a city and a county, but he/she may be a resident of both a town and a county.

(This unit may be used simultaneously with the local election or adapted for any other election.)

Learning Objectives

As a result of this strategy, the student will

1. identify the governing body of his/her locality, i.e., Board of Supervisors or City Council;
2. list the qualifications of a candidate;
3. list the powers of city and county governments; and
4. explain why candidates seek political office.

Social Studies Standards of Learning Objective

12.1 *The student will participate in civic activities.*

Focus will be placed on such activities as voter registration and voting in simulated and/or real elections, communications with public officials, attendance at public meetings and involvement in civic activities.

Teaching Strategies

1. Discuss the role of the local governing body. Focus on the role of a candidate and seeking to win an election. In Virginia, candidates may run or seek election with party affiliation or as an independent. In phase two, require students to campaign for the candidate of their choice in the upcoming election. (SOL 12.1)
2. Begin the unit by posing the question "Who governs our locality?" or "Who determines the amount of taxes you pay?", etc. Discuss any other powers of the body. (LO 1)

Cities and counties have the same basic powers. Cities, however, are much less restricted in their exercise of these powers. Some important local powers are:

a. to enact and enforce ordinances

b. to provide for health, safety, welfare, comfort and convenience of the inhabitants (the police power), and to provide for commerce and industry in the jurisdiction

c. to levy taxes permitted to local governments and to appropriate local funds for local purposes

d. to borrow money and to pledge the credit of the jurisdiction within prescribed limits or according to prescribed procedures

e. to take private property for public use with just compensation (eminent domain). (LO 3)

3. Follow up with the question "What are some reasons why a person might wish to run for office?" (LO 4)

4. Open the class to a discussion about qualification and filing information for candidates.

Qualifications

In order to qualify as a candidate, a person must be:

A. qualified to vote for and hold the office for which one offers;

B. a resident of the Commonwealth for one year immediately preceding the election; and

C. a resident, by the time of filing, of the election district to be represented. (LO 2)

Filing Information

See Worksheets on Local Government, pages 297–320.

5. Discuss the various means of raising funds for campaigning. Some possibilities may include:

Party funds/donations

Roasts

Personal contributions

Corporate contributions

6. Discuss the various campaign strategies a candidate might use. Some possibilities include:

a. Passing out literature

b. Designing/making your own pamphlets

c. Editorials in school newspaper

d. Posters at pep rallies

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  - e. TV/Radio commercials
  - f. Write letters to newspapers supporting/criticizing candidates
  - g. Wearing buttons, passing out bumper stickers
  - h. Direct Mail
  - i. Telephone Banks

7. Instruct the class to follow the campaign of the local candidates. Some suggested activities include:
   - a. Invite candidates to class—equal representation for all candidates.
   - b. Have students prepare questions in advance regarding candidates' platform.
   - c. Have students keep scrapbook of candidates' platform promises using newspaper articles.

Evaluation

Understanding of local government
Understanding of electoral process

Teaching Aids/Resources

Board of Supervisors Information Bulletin: Worksheet 45
City Council Information Bulletin: Worksheet 46
Declaration of Candidacy: Worksheet 47
Certificate of Candidate Qualification-Member, Board of Supervisors: Worksheet 48
Certificate of Candidate Qualification-Member, City or Town Council: Worksheet 49
Petition of Qualified Voters: Worksheet 50
Financial Disclosure Form: Worksheet 51
Statement of Economic Interests Form: Worksheet 51

Local officials (Board of Supervisors/City Council)
Registrar

Vocabulary

declaration of candidacy
filing deadline
financial disclosure
general elections
mass meeting
petitions
political party chairman
primary elections
qualifications
special elections

COMMONWEALTH OF VIRGINIA STATE BOARD OF ELECTIONS

BOARD OF SUPERVISORS INFORMATION BULLETIN

November 7, 1989 General and Special Elections

NOTICE: Failure to file any one of the required forms **by the filing deadline** will result in **DISQUALIFICATION. POSTMARKS ARE NOT ACCEPTABLE.** ALL REQUIRED FORMS ARE ENCLOSED.

QUALIFICATIONS

In order to qualify as a candidate, a person must be:

A. Qualified to vote for and hold the office for which one offers;

B. A resident of the Commonwealth for one year immediately preceding the election; and

C. A resident, by the time of filing, of the election district to be represented.

FILING DEADLINES

Candidates must file the following forms or reports with the offices indicated by the filing deadline; **POSTMARKS ARE NOT ACCEPTABLE:**

	FILING DEADLINES		
Required Forms and Where to File[1]	Primary Election Candidates	Convention/ Mass Meeting Candidates	Independent (Non-Party) Candidates
A. **With the State Board of Elections:**			
*1. Certificate of Candidate Qualification	5:00 p.m. 4/14/89	5:00 p.m. 6/16/89	5:00 p.m. 6/16/89
B. **With the Electoral Board of the County:**			
*1. Appointment of Campaign Treasurer[2]	5:00 p.m. 4/14/89	7:00 p.m. 6/13/89	7:00 p.m. 6/13/89

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* Forms prescribed by, and available from, the State Board of Elections.

[1] Candidates for special elections held on November 7, 1989 to fill vacancies in local offices which occurred on or after July 11, 1988 and prior to November 8, 1988 must file **all required forms no later than 7:00 p.m. on June 13, 1989**. For such vacancies occurring on or after November 8, 1988 and prior to July 10, 1989, the **deadline for all candidates** to file all required forms and for political parties **to nominate and certify** nominees is **5:00 p.m., August 25, 1989.**

[2] A candidate who fails to file an Appointment of Treasurer is deemed to be one's own Treasurer.

FILING DEADLINES (continued)

Required Forms and Where to File[1]	FILING DEADLINES Primary Election Candidates	 Convention/ Mass Meeting Candidates	 Independent (Non-Party) Candidates
C. With the Clerk of Circuit Court:			
*1. Declaration of Candidacy	N/A	N/A	7:00 p.m. 6/13/89
*2. Petitions of Qualified Voters[3]	N/A	N/A	7:00 p.m. 6/13/89
**3. Statement of Economic Interests Form[4]	5:00 p.m. 4/14/89	5:00 p.m. 6/16/89	5:00 p.m. 6/16/89
D. With the Treasurer of the County:			
A Primary Filing Fee equal to two percent of one year's minimum salary for the office to which the candidate offers in effect in the year in which the candidate files. (To determine the amount required to be paid, contact the County finance officer.)	4/14/89	N/A	N/A
E. With the Chairman of the political party committee:			
*1. Declaration of Candidacy *2. Petitions of Qualified Voters[3] 3. Receipt for Payment of Primary Filing Fee	No earlier than Noon, 3/28/89 and no later than 5:00 p.m., 4/14/89	N/A	N/A

ONLY A PERSON WHO FILES ALL THE REQUIRED FORMS BY THE DEADLINE ABOVE SHALL HAVE HIS NAME PRINTED ON THE BALLOT

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* Forms prescribed by, and available from, the State Board of Elections.

** Form prescribed by the Secretary of the Commonwealth and should be available from the Clerk of the Governing Body.

N/A Not Applicable

[1] See Page One.

[3] Petitions must accompany Declaration of Candidacy and must contain the signatures of at least 125 qualified voters of the election district, or if an election district contains 1,000 or less registered voters, the signatures of 50 such voters. The State Board recommends that a candidate obtain at least half again as many signatures as required to assure a sufficient number of signatures of persons who are qualified voters.

[4] Applicable to candidates in **all counties having a population in excess of [illegible]500.** Candidates for re-election to **the same office** need not re-file t[illegible] form if they met the requirement for filing in January 1989 [illegible]officeholders.

OTHER REQUIRED REPORTS

*A. All candidates offering for nomination or election are required to file pre-election and post-election Reports of Campaign Contributions and Expenditures with the Electoral Board of the County.

For the schedule on which these reports must be filed, refer to the Summary of the Fair Elections Practices Act published by the State Board of Elections.

No certificate of election can be issued to any successful candidate who fails to file the required reports.

B. Any successful candidate must file **with the Clerk of the Governing Body a second Statement of Economic Interests Form as required by Sections 2.1-639.14 and 2.1-639.15 of the Code of Virginia **prior to taking office**, and annually thereafter by January 15.

ORDER OF NAMES ON BALLOTS

A. In General Elections and Special Elections, the candidates of political parties appear first on the ballot in the order determined by a drawing conducted by the State Board of Elections. In multi-seat districts, if more than one candidate is nominated by the same party, such candidates appear alphabetically within their party groups. Non-partisan or independent candidates appear in alphabetical order following the candidates of political parties.

B. In Primary Elections, candidates appear on the ballot in the order in which they file. This is why no candidate may file earlier than noon on March 28, 1989, nor later than 5:00 p.m. on April 14, 1989. If two or more candidates file at the same time, the order in which they appear will be determined by a drawing conducted by the Electoral Board of the County.

CAMPAIGN MATERIAL IDENTIFICATION

Section 24.1-277 of the Code of Virginia requires that the source of all campaign material be identified by printing thereon as applicable:

"Authorized by (name of candidate or **name of candidate's campaign committee** or **name and address of person responsible)".**

For additional requirements concerning advertising and Sample Ballots refer to the Summary of the Fair Elections Practices Act published by the State Board of Elections.

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* Forms prescribed by, and available from, the State Board of Elections.

** Form prescribed by the Secretary of the Commonwealth and should be available from the Clerk of the Governing Body.

OTHER QUESTIONS FREQUENTLY ASKED

A. I work for the federal government; can I be a candidate?

Pursuant to the federal law commonly known as the Hatch Act, you may be a candidate in **a non-partisan election** or, if you live in the Counties of Arlington, Fairfax, Loudoun, Prince William or Stafford, you may be **an independent candidate for local office in a partisan election.** An election is considered partisan if any of the candidates for the office you would seek are nominated by a political party.

To determine whether you might also be affected by the rules and regulations of the agency for which you work, **contact your personnel officer.**

It should also be noted that most employees of the legislative branch of the federal government are not covered by the Hatch Act but may be affected by other rules and regulations.

B. I work for the state or a local government; can I be a candidate?

Some state and local government employees **are prohibited** from being candidates except as set forth above for federal employees; generally speaking, you would be so prohibited if you are principally employed in the performance of duties in connection with a federally-funded activity. **Contact the personnel officer where you work or,** if necessary, present the facts of your case in writing, including the office you wish to seek, to **the Office of the Special Counsel,** 1120 Vermont Avenue, N.W., Washington, D. C. 20419 to determine if you are affected by the federal law commonly known as the Hatch Act.

Most state and local government employees are not prohibited by law from being a candidate. However, you may be affected by the rules and regulations of the agency or ordinances of the government for which you work. **Contact your personnel officer.**

C. I do business with my local government; am I prohibited from holding office on its governing body due to a conflict of interest?

Contact an attorney as to whether the provisions of the State and Local Government Conflict of Interests Act (Sections 2.1-639.1 through 2.1-639.24 of the Code of Virginia) might affect your ability to hold the office you intend to seek.

DUTIES OF THE CLERK OF CIRCUIT COURT

A. Deliver in person or transmit by certified mail, **within three days of receipt**, to the Secretary of the Electoral Board of the County, the Declarations of Candidacy and Petitions filed by non-partisan or independent candidates; and

*B.[5] Transmit **no later than June 14, 1989**, to the State Board of Elections the names of all such candidates who have filed, certifying as to their timely or untimely filing.

C. In counties with a population **in excess of 3,500:**

  1. For Primary Elections, transmit **no later than April 15, 1989**, to the State Board of Elections, the names of **all candidates**, both for nomination or re-nomination, who have filed the required Statement of Economic Interests Form.

  2.[5] For General Elections and Special Elections to fill vacancies which occurred on or after July 11, 1988 and prior to November 8, 1988, transmit **no later than June 14, 1989**, to the State Board of Elections, the names of **all non-incumbent candidates**, both for election or re-election, who have filed the required Statement of Economic Interests Form.

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* Forms prescribed by, and available from, the State Board of Elections.

[5] For vacancies with a filing deadline of August 25, 1989, **transmit no later than August 28, 1989**, to the State Board of Elections, the names of all such non-incumbent candidates who have filed, certifying as to their timely or untimely filing.

DUTIES OF THE POLITICAL PARTY CHAIRMAN

*A. For Primary Elections, certify **no later than April 19, 1989,** to the State Board of Elections and to the Electoral Board of the County, the names of all persons who properly qualified for the primary, listing them in the order in which they filed and providing for each the date and time filed. This certification must be received by the deadline; **postmarks are NOT acceptable.**

B. When a method other than a primary election is used, the nomination must be made **no earlier than May 12, and must be completed by 7:00 p.m., June 13.**

*C.[1] For General Elections and Special Elections to fill vacancies which occurred on or after July 11, 1988 and prior to November 8, 1988, certify **no later than June 7, 1989,** to the State Board of Elections and to the Electoral Board of the County, the names of all candidates nominated by the party, whether by primary election or other method. This certification must be received by the deadline; **postmarks are NOT acceptable.**

Endorsements that do not constitute actual nomination are **not** to be certified.

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* Forms prescribed by, and available from, the State Board of Elections.

[1] Candidates for special elections held on November 7, 1989 to fill vacancies in local offices which occurred on or after July 11, 1988 and prior to November 8, 1988 must file **all required forms no later than 7:00 p.m. on June 13, 1989**. For such vacancies occurring on or after November 8, 1988 and prior to July 10, 1989, the **deadline for all candidates** to file all required forms and for political parties **to nominate and certify** nominees is **5:00 p.m., August 25, 1989.**

CITY COUNCIL INFORMATION BULLETIN
(and the Town Council of Blacksburg)

May 1, 1990 General and Special Elections

QUALIFICATIONS

In order to qualify as a candidate, a person must be:

A. Qualified to vote for and hold the office for which one offers;

B. A resident of the Commonwealth for one year immediately preceding the election; and

C. A resident, by the time of filing unless earlier residence is specified by charter, of the city or town in which one offers for election or, if to be elected to represent a district within the city, a resident of the election district. (Contact City or Town Attorney)

FILING DEADLINES

Candidates must file the following forms or reports with the offices indicated by the filing deadline set forth **(postmarks are NOT acceptable)**:

Where and What to File	Primary Election Candidates	Convention/ Mass Meeting Candidates	All Other Candidates
A. **With the State Board of Elections:**			
*1. Certificate of Candidate Qualification	5:00 p.m. 1/5/90	5:00 p.m. 3/9/90	5:00 p.m. 3/9/90
B. **With the Electoral Board of the City or County:**			
*1. Appointment of Campaign Treasurer[1]	5:00 p.m. 1/5/90	7:00 p.m. 3/6/90	7:00 p.m. 3/6/90

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* Forms prescribed by, and available from, the State Board of Elections.

[1] A candidate who fails to file an Appointment of Treasurer is deemed to be one's own Treasurer.

FILING DEADLINES (continued)

Where and What to File	Primary Election Candidates	Convention/ Mass Meeting Candidates	All Other Candidates
C. **With the Clerk of Circuit Court:**			
*1. Declaration of Candidacy	N/A	N/A	7:00 p.m. 3/6/90
*2. Petitions of Qualified Voters[2]	N/A	N/A	7:00 p.m. 3/6/90
**3. Statement of Economic Interests[3]	5:00 p.m. 1/5/90	5:00 p.m. 3/9/90	5:00 p.m. 3/9/90
D. **With the Treasurer of the City or County:**			
A Primary Filing Fee equal to two percent of the annual salary for the office to which the candidate offers in effect in the year in which the candidate files. (To determine the amount required to be paid, contact the city finance officer or town clerk.)	1/5/90	N/A	N/A
E. **With the Chairman of the political party committee:**			
*1. Declaration of Candidacy	No earlier than Noon, 12/19/89 and no later than 5:00 p.m., 1/5/90	N/A	N/A
*2. Petitions of Qualified Voters[2]			
3. Receipt for Payment of Primary Filing Fee			

ONLY A PERSON WHO FILES ALL THE REQUIRED FORMS BY THE DEADLINE ABOVE SHALL HAVE HIS NAME PRINTED ON THE BALLOT

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* Forms prescribed by, and available from, the State Board of Elections.

** Forms prescribed by the Secretary of the Commonwealth should be available from the City or Town Clerk.

N/A Not Applicable

[2] Petitions must accompany Declaration of Candidacy and must contain the signatures of at least 125 qualified voters of the election district, except that, in cities having election districts with 1,000 or fewer registered voters as of January 1, 1990, petitions must contain the signatures of at least 50 qualified voters of the district. The State Board recommends that a candidate obtain at least half again the number of signatures required to assure a sufficient number of signatures of persons who are qualified voters.

[3] Candidates for re-election **to the same office** need not re-file this form if they met the requirement for filing in January 1990 as offic[illegible]ders.

OTHER REQUIRED REPORTS

*A. All candidates offering for nomination or election are required to file pre-election and post-election Reports of Campaign Contributions and Expenditures with the Electoral Board of the City or County.

For the schedule on which these reports must be filed, refer to the Summary of the Fair Elections Practices Act published by the State Board of Elections.

No certificate of election can be issued to any successful candidate who fails to file the required reports.

B. Any successful candidate must file **with the City or Town Clerk a second Statement of Economic Interests Form as required by Sections 2.1-639.14 and 2.1-639.15 of the Code of Virginia **prior to taking office,** and annually thereafter by January 15 of each year.

DUTIES OF THE CLERK OF CIRCUIT COURT

A. For Primary Elections, transmit **no later than January 8, 1990,** to the State Board of Elections, the names of **all non-incumbent candidates** for nomination who have filed the required Statement of Economic Interests Form.

B. For General Elections, transmit **no later than March 12, 1990,** to the State Board of Elections, the names of **all non-incumbent candidates** for election who have filed the required Statement of Economic Interests Form.

C. Deliver in person or transmit by certified mail, **within three days of receipt,** to the State Secretary of the Electoral Board of the City or County, the Declarations of Candidacy and Petitions filed by non-partisan or independent candidates; and

*D. Transmit, **no later than March 7, 1990,** to the State Board of Elections the names of all such candidates who have filed, certifying as to their timely or untimely filing.

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* Forms prescribed by, and available from, the State Board of Elections.

** Forms prescribed by the Secretary of the Commonwealth should be available from the City or Town Clerk.

DUTIES OF THE POLITICAL PARTY CHAIRMAN

*A. For Primary Elections, certify **no later than January 10, 1990,** to the State Board of Elections and to the Electoral Board of the City or County, the names of all persons who properly qualified for the primary, listing them in the order in which they filed and providing for each the date and time filed. This certification must be received by the deadline; **postmarks are NOT acceptable.**

B. When a method other than a primary election is used, the nomination must be made **no earlier than February 2 and must be completed by 7:00 p.m., March 6.**

*C. For General Elections, certify **no later than March 12, 1990,** to the State Board of Elections and to the Electoral Board of the City or County, the names of all candidates nominated by the party, whether by primary election or other method. This certification must be received by the deadline; **postmarks are NOT acceptable.**

Endorsements that do not constitute actual nomination are **not** to be certified.

ORDER OF NAMES ON BALLOTS

A. In General Elections, the candidates of political parties appear first on the ballot in the order determined by a drawing conducted by the State Board of Elections. In multi-seat districts, if more than one candidate is nominated by the same party, such candidates appear alphabetically within their party groups. Non-partisan or independent candidates appear in alphabetical order following the candidates of political parties.

B. In Primary Elections, candidates appear on the ballot in the order in which they file. This is why no candidate may file earlier than noon on December 19, 1989 nor later than 5:00 p.m. on January 5, 1990. If two or more candidates file at the same time, the order in which they appear will be determined by a drawing conducted by the Electoral Board of the City or County.

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* Forms prescribed by, and available from, the State Board of Elections.

CAMPAIGN MATERIAL IDENTIFICATION

Section 24.1-277 of the Code of Virginia requires that the source of all campaign material be identified by printing thereon as applicable:

> **"Authorized by (name of candidate** or **name of candidate's campaign committee** or **name and address of person responsible)".**

For other requirements related to paid advertizing and sample ballots, refer to Page 12 of the Summary of the Fair Elections Practices Act published by the State Board of Elections.

OTHER QUESTIONS FREQUENTLY ASKED

A. I work for the federal government; can I be a candidate?

Pursuant to the federal law commonly known as the Hatch Act, you may be a candidate in **a non-partisan election** or, if you live in the Cities of Alexandria, Fairfax, Falls Church, Manassas, Manassas Park or Portsmouth, you may be an **independent candidate for local office in a partisan election.** An election is considered partisan if any of the candidates for the office you would seek are nominated by a political party.

To determine whether you might also be affected by the rules and regulations of the agency for which you work, **contact your personnel officer.**

It should also be noted that most employees of the legislative branch of the federal government are not covered by the Hatch Act but may be affected by other rules and regulations.

OTHER QUESTIONS FREQUENTLY ASKED (continued)

B. I work for the state or a local government; can I be a candidate?

Some state and local government employees **are prohibited** from being candidates except as set forth above for federal employees; generally speaking, you would be so prohibited if you are principally employed in the performance of duties in connection with a federally-funded activity. **Contact the personnel officer where you work or,** if necessary, present the facts of your case in writing, including the office you wish to seek, to **the Office of the Special Counsel,** 1120 Vermont Avenue, N.W., Washington, D. C. 20419 to determine if you are affected by the Hatch Act.

Most state and local government employees are not prohibited by law from being a candidate. However, you may be affected by the rules and regulations of the agency or ordinances of the government for which you work. **Contact your personnel officer.**

C. I do business with my local government; am I prohibited from holding office on its governing body due to a conflict of interest?

Contact an attorney as to whether the provisions of the State and Local Government Conflict of Interests Act (Sections 2.1-639.1 through 2.1-639.24 of the Code of Virginia) might affect your ability to hold the office you intend to seek.

Worksheet 47

COMMONWEALTH OF VIRGINIA

DECLARATION OF CANDIDACY

SAMPLE

I, ____,
first — middle or maiden — last name — suffix

____,
resident address

of the city/county/town of ______________________________, hereby declare myself to be a

candidate for the office of ______________________________

in the ______________________________ District
Congressional, State Senate or House, City/Town Council or County Supervisor district, if applicable

in the election to be held on ____________________, 19____. (check appropriate square)

☐General ☐Special ☐Democratic Primary ☐Republican Primary

If I am a candidate in a primary and am defeated in the primary, my name is not to be printed on the ballots to be used in the succeeding general election for the same office.

Given under my hand this ______ day of ____________________, 19____.

____
signature of candidate

____
printed name of candidate

____
mailing address

____
city/town — state — ZIP

______________ ______________
home telephone — office telephone

This declaration must be witnessed below by two persons registered and qualified to vote in the election district in which the candidate offers for office OR acknowledged before a notary or other officer authorized to take acknowledgements.

To be completed by witnesses or notary

State of ______________________________

County/City of ______________________________

______________________________, whose name is signed to the foregoing instrument, has acknowledged
name of candidate

the same before me this ______ day of ____________________, 19____.

WITNESSED:

1. ______________________________
signature of qualified voter

____
print full name

____
address

____
city/town — ZIP

2. ______________________________
signature of qualified voter

____
print full name

____
address

____
city/town — ZIP

OR

____
signature of notary or other officer

My commission expires ____________________, 19____.

This **Declaration of Candidacy** and **Petitions** containing the required number of signatures of registered voters must be filed with the appropriate office. To obtain these and other required forms and Candidate Information Bulletins which detail qualifications, number of signatures required and filing deadlines, call the State Board of Elections at 786-6551 or, outside the Richmond calling area, toll-free (800) 552-9745.

SBE-166/184 REV. 12/85-5M

Worksheet 48

COMMONWEALTH OF VIRGINIA

CERTIFICATE OF CANDIDATE QUALIFICATION
CITY OR TOWN OFFICER

(Where and when to file - see reverse side of this form)

Pursuant to Section 24.1-167 of the Code of Virginia, I hereby certify that:

1. I am a citizen of the United States. ☐ Yes ☐ No
2. I am at least eighteen years of age or will be on or before the date of the general or special election for the office I am seeking. ☐ Yes ☐ No
3. I have been a resident of the Commonwealth of Virginia for the year immediately preceeding the general or special election for the office I am seeking. ☐ Yes ☐ No
4. I now reside at the address shown below in the city or town in which I seek office (residence address must be given; post office box or general delivery is *not* acceptable):

   ____
   (street and number, rural route and box number, or highway route no.)

   City/Town ______________________ ZIP __________

   [If town, also list County of Residence: ______________________]
5. I am registered to vote in the precinct in which I reside. ☐ Yes ☐ No
6. Have you ever been convicted of a felony? ☐ Yes ☐ No
7. Have you ever been adjudicated mentally incompetent? ☐ Yes ☐ No
8. If the answer to either 6 or 7 is "yes", give date of certificate removing political disabilities or court order restoring competency. __________ (date)

SAMPLE

PLEASE **TYPE** OR **PRINT LEGIBLY** ALL THE FOLLOWING INFORMATION:

✱your name as it is to appear on ballot	office sought
your social security number	city or town / district, if one
mailing address	date of election ☐ Primary/General ☐ Special (check one square)
city/town ZIP	home telephone / office telephone

I do solemnly swear (or affirm) under penalty of perjury that the information given above is true and correct and that I am qualified to vote for and hold the office for which I am a candidate.

Signature of Candidate ______________________________

Subscribed and sworn to before me this __________ day of ______________________, 19__________.

______________________ (date notary commission expires)

______________________________ (signature of notary or clerk of circuit court)

✱A candidate's name must appear on the ballot using his first name *or* initial, middle name *or* initial if one, last name *and* suffix, if any. Nicknames set off by quotation marks may be used *in addition to*, but not instead of, the full name. Initials for *both* the first and middle names may be used *only* when a nickname is also used, unless the initials are also the nickname. NO titles are to be used, either before or following the candidate's name. A woman must use her given name, not her husband's, and without a "Mrs." in front of a name. The entire name to appear on the ballot *must not exceed* 25 spaces.

Properly completed form must be received in the office of the State Board of Elections by the filing deadline - postmarks ARE NOT acceptable:

Mail or deliver to:

State Board of Elections
101 Ninth Street Office Building
Richmond, Virginia 23219-3497

Deadline for receipt of form by State Board of Elections:

(1) From candidates in any primary:

Not later than the filing deadline for the primary;

(2) From all other candidates for May city and town elections:

Not later than 5:00 p.m. on the Friday following the first Tuesday in March; or

(3) From all candidates in a special election:

Not later than the filing deadline for the special election.

For complete information as to other forms and reports which may be required, call the State Board of Elections:

From outside the Richmond area, call toll-free: 800-552-9745

From Richmond area telephones: 786-6551

Worksheet 49

COMMONWEALTH OF VIRGINIA

CERTIFICATE OF CANDIDATE QUALIFICATION
MEMBER OF BOARD OF SUPERVISORS

(Where and when to file - see reverse side of this form)

Pursuant to Section 24.1-167 of the Code of Virginia, I hereby certify that:

1. I am a citizen of the United States. ☐ Yes ☐ No
2. I am at least eighteen years of age or will be on or before the date of the general or special election for the office I am seeking. ☐ Yes ☐ No
3. I have been a resident of the Commonwealth of Virginia for the year immediately preceding the general or special election for the office I am seeking. ☐ Yes ☐ No
4. I now reside at the address show below in the district in which I seek office (residence address must be given; post office box or general delivery is *not* acceptable):

   ____
   (street and number, rural route and box number, or highway route no.)

   City/Town ________________________ ZIP __________
5. I am registered to vote in the precinct in which I reside. ☐ Yes ☐ No
6. Have you ever been convicted of a felony? ☐ Yes ☐ No
7. Have you ever been adjudicated mentally incompetent? ☐ Yes ☐ No
8. If the answer to either 6 or 7 is "yes", give date of certificate removing political disabilities or court order restoring competency. __________ (date)

SAMPLE

PLEASE **TYPE** OR **PRINT LEGIBLY** ALL THE FOLLOWING INFORMATION:

*your name as it is to appear on ballot (see below)	office sought
your social security number	county district
mailing address	date of election ☐ Primary/General ☐ Special check one square
city/town ZIP	home telephone office telephone

I do solemnly swear (or affirm) under penalty of perjury that the information given above is true and correct and that I am qualified to vote for and hold the office for which I am a candidate.

Signature of Candidate ____________________________

Subscribed and sworn to before me this ________ day of ________________, 19____.

________________ (date notary commission expires)

________________________ (signature of notary or clerk of circuit court)

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*A candidate's name must appear on the ballot using his first name *or* initial, middle name *or* initial if one, last name *and* suffix, if any. Nicknames set off by quotation marks may be used *in addition to*, but not instead of, the full name. Initials for *both* the first and middle names may be used *only* when a nickname is also used, unless the initials are also the nickname. NO titles are to be used, either before or following the candidate's name. A woman must use her given name, not her husband's, and without a "Mrs." in front of a name. The entire name to appear on the ballot *must not exceed* 25 spaces.

Properly completed form must be received in the office of the State Board of Elections by the filing deadline - postmarks ARE NOT acceptable:

Mail or deliver to:

State Board of Elections
101 Ninth Street Office Building
Richmond, Virginia 23219-3497

Deadline for receipt of form by State Board of Elections:

(1) From candidates in any primary:

Not later than the filing deadline for the primary;

(2) From all candidates in a special election:

Not later than the filing deadline for the special election; or

(3) From all other candidates:

Not later than 5:00 p.m. on the Friday following the second Tuesday in June.

For complete information as to other forms and reports which may be required, call the State Board of Elections:

From outside the Richmond area, call toll-free: 800-552-9745

From Richmond area telephones: 786-6551

Worksheet 50

COMMONWEALTH OF VIRGINIA

PETITION OF QUALIFIED VOTERS

(To be filed with Declaration of Candidacy)

When an election district includes more than one county or city, use a separate petition form for qualified voters in each such county or city.

Full name of candidate ______________________

Resident address of candidate ______________________

City/Town ______________________ ZIP __________

Office sought ______________________ District, if applicable __________

We, the undersigned qualified voters of ______________________ (County or City), hereby petition the above named individual to become a candidate for the office stated above in the (check one):

☐ General Election ☐ Special Election ☐ Democratic Primary ☐ Republican Primary

to be held on the __________ day of ______________________, 19______, and we further petition that his/her name be printed upon the official ballot to be used at the election.

GIVEN UNDER OUR HANDS:

YOUR SIGNATURE ON THIS PETITION **MUST BE YOUR OWN** AND DOES NOT SIGNIFY AN INTENT TO VOTE FOR THE CANDIDATE. YOU MAY SIGN PETITIONS FOR MORE THAN ONE CANDIDATE.

SIGNATURE OF REGISTERED VOTER (Print name on line below signature)	SOCIAL SECURITY NUMBER	RESIDENT ADDRESS House No. & Street Name/Rural Route and Box No. and City or Town	DATE SIGNED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

SAMPLE

Commonwealth of Virginia — AFFIDAVIT —

I, ______________________, resident address ______________________

______________________, a qualified voter in the County/City of ______________________

swear that I am qualified to vote for the above stated office, that I personally witnessed the signature of each person who signed the foregoing and that, if the office is a statewide office, I am a resident of the same congressional district as such persons.

______________________ Circulator's Social Security Number

______________________ Signature of Person Circulating Petition

Subscribed and sworn to (or affirmed) before me this __________ day of ______________________, 19______.

My commission expires on ______________________

______________________ Notary Public or Other Person Authorized to Administer Oaths

All signatures required by law need not be on the same copy of the petition. Several copies may be circulated but all signatures must be witnessed by a person who is a qualified voter for the office for which he is circulating the petition and, in the case of a statewide office, is a resident of the same congressional district as the voter whose signature is witnessed and whose affidavit to that effect is attached to each petition.

SBE-168/185 REV 7/80 - 5M

Worksheet 51

STATEMENT OF ECONOMIC INTERESTS

CHECK SCHEDULES ATTACHED: ☐A ☐B ☐C ☐D ☐E ☐F ☐G-1 ☐G-2 ☐G-3 ☐H-1 ☐H-2	FOR OFFICE USE

NAME				
OFFICE OR POSITION HELD OR SOUGHT			CANDIDATE FOR ELECTION TO THIS OFFICE OR POSITION ☐ YES ☐ NO	
HOME ADDRESS	STREET		TELEPHONE	
	CITY	STATE ZIP	OFFICE	HOME
NAMES OF MEMBERS OF IMMEDIATE FAMILY				

1. *OFFICES AND DIRECTORSHIPS.*
Are you or a member of your immediate family a paid officer or paid director of a business?
If yes is checked, complete Schedule A. ☐ YES ☐ NO

2. *PERSONAL LIABILITIES.*
Do you or a member of your immediate family owe more than $10,000 to any one creditor including contingent liabilities (except loans secured by recorded liens on property at least equal in value to the loan and debts to any government)?
If yes is checked, complete Schedule B. ☐ YES ☐ NO

SAMPLE

3. *SECURITIES.*
Do you or a member of your immediate family, directly or indirectly, separately or together, own securities valued in excess of $10,000 invested in one business? Be sure to account for mutual funds, limited partnerships and trusts.
If yes is checked, complete Schedule C. ☐ YES ☐ NO

4. *PAYMENTS FOR TALKS, MEETINGS, AND PUBLICATIONS.*
During the past 12 months did you receive lodging, transportation, money, or anything else of value with a combined value exceeding $200 for a single talk, meeting, or published work in your capacity as an officer or employee of your agency.
If yes is checked, complete Schedule D. ☐ YES ☐ NO

5. *GIFTS, TRAVEL, AND BUSINESS ENTERTAINMENT.*
During the past 12 months did a business, government, or individual other than a relative or personal friend furnish you with tickets to sporting events or shows, travel expenses, meals or lodging, favors, services, property, loans, money, gifts, or anything else of value, the total value of which exceeded $200 and for which you neither paid nor rendered services in exchange? Account for all business entertainment (except if related to your private profession or occupation) even if unrelated to your official duties.
If yes is checked, complete Schedule E. ☐ YES ☐ NO

6. *SALARY AND WAGES.*
List each employer that pays you or a member of your immediate family salary or wages in excess of $10,000 annually. (Exclude state or local governmental or advisory agencies.)

____

____

____

If no salary or wages, check here ☐.

7. *BUSINESS INTERESTS.*
Do you or a member of your immediate family separately or together, operate your own business, or own or control an interest in excess of $10,000 in a business? ☐ YES ☐ NO
If yes is checked, complete Schedule F.

8. *PAYMENTS FOR REPRESENTATION.*

8-A. Did you represent any businesses before any state governmental agencies, excluding courts or judges, for which you received total compensation during the past 12 months in excess of $1,000, excluding compensation for other services to such businesses and representation consisting solely of the filing of mandatory papers? (Officers and employees of local governmental and advisory agencies do *NOT* need to answer this question or complete Schedule G-1.) ☐ YES ☐ NO
If yes is checked, complete Schedule G-1.

8-B. Subject to the same exceptions as in 8-A, did persons with whom you have a close financial association (partners, associates or others) represent any businesses before any state governmental agency for which total compensation was received during the past 12 months in excess of $1,000? (Officers and employees of local governmental and advisory agencies do *NOT* need to answer this question or complete Schedule G-2.) ☐ YES ☐ NO
If yes is checked, complete Schedule G-2.

8-C. Did you or persons with whom you have a close financial association furnish services to businesses operating in Virginia for which total compensation in excess of $1,000 was received during the past 12 months? ☐ YES ☐ NO
If yes is checked, complete Schedule G-3.

SAMPLE

9. *REAL ESTATE.*

9-A. *State Officers and Employees.*
Do you or a member of your immediate family hold an interest, including a partnership interest, valued at $10,000 or more in real property located in Virginia (other than your principal residence) for which you have not already listed the full address on Schedule F. Account for real estate held in trust. ☐ YES ☐ NO
If yes is checked, complete Schedule H-1.

9-B. *Local Officers and Employees.*
Do you or a member of your immediate family hold an interest, including a partnership interest, valued at $10,000 or more in real property located in the county, city or town in which you serve or in a county, city or town contiguous to the county, city or town in which you serve (other than your principal residence) for which you have not already listed the full address on Schedule F? Account for real estate held in trust. ☐ YES ☐ NO
If yes is checked, complete Schedule H-2.

NOTE: You MUST sign the following "Affirmation By All Filers" in the presence of a Notary Public. The Notary is to complete the acknowledgement portion of the "Affirmation".

AFFIRMATION BY ALL FILERS

I swear or affirm that the foregoing information is full, true and correct to the best of my knowledge.

____________________ SIGNATURE OF FILER ____________ DATE

COMMONWEALTH OF VIRGINIA

____________________ of ____________________ to wit:

The foregoing disclosure form was acknowledged before me this ______ day of ____________ 19____

by ____

My commission expires ____________ ____________________ NOTARY PUBLIC

SUPPLEMENTAL MATERIAL: HIGH SCHOOL

STRATEGY—Campaign Literature, Bias

Major Idea

Since campaign literature is, by its very nature, meant to sway public opinion, it must be cogent. The purpose of this strategy is to study and compare literature of various political campaigns from both an historical and critical perspective.

Learning Objectives

As a result of this strategy, the student will

1. differentiate between facts and opinions expressed in campaign literature;
2. analyze and describe the political views of candidates as they are reflected in their campaign literature;
3. describe the events leading to or surrounding the issues of a particular political campaign; and
4. describe how the candidate's platform may affect current issues.

Teaching Strategies

1. Decide which pieces of campaign literature will be used in the strategy. Using whatever Virginia election is being held during the current school year, whether it is a national, state or local election, gather campaign materials.

   Include taped radio advertisements, videotaped television advertisements and literature produced by the candidate's election committee.

   Divide students into groups of 4 or 5 and ask them to evaluate the materials for emphasis on the following:

   a. the candidate's perception of the issues
   b. his/her stand on those issues
   c. his/her views on personal qualities and characteristics
   d. his/her past political record
   e. his/her efforts to refute the opinions of opponents
   f. his/her political promises

      Ask each group to present its findings to the class. (LO 1 and 2)

2. Distribute a list of journalistic/political terminology and copies of campaign literature. (Worksheet SHS 1, page 369)

   The class discusses the terms and their use in political literature.

3. Divide the class into groups and assign each group the responsibility of conducting an investigative report on literature from a particular campaign. Ask them to cover how facts are presented in the campaign material and the historical/political situation surrounding the campaign. (Worksheet SHS 2, pages 371 and 372) (LO 3 and 4)

4. Ask students to write campaign literature based on current campaigns according to their perception of political candidates' stands on current issues.

5. Start a current issues forum. Have students share resources and information once a week.

Evaluation

No formal evaluation

Teaching Aids/Resources

List of Journalistic/Political Terminology: Worksheet SHS 1
Campaign Material Evaluation: Worksheet SHS 2

Local political parties
National Republican Committee
National Democratic Committee
State Board of Elections
Library of Congress—Records Division

Vocabulary

coattails
issues
Library of Congress
mudslinging
National Democratic Committee
National Republican Committee

Worksheet SHS 1

VOCABULARY

- absentee voting
- at-large
- amendment
- ballot
- board of supervisors
- campaign
- candidate
- caucus
- city council
- coalition
- congressional election
  - House of Representatives
  - U.S. Senate
- constitutional amendment
- constitutional officer
  - Clerk of Court
  - Commissioner of Revenue
  - Sheriff
  - Treasurer
  - Commonwealth's Attorney
- convention
- delegate to convention
- democracy
- democratic
- editorial
- elections
  - general
  - primary
  - special
- electoral board
- electoral college
- election district
- electorate
- eligibility
- General Assembly
  - House of Delegates
  - State Senate
- GOP
- grass roots
- incumbent
- independent
- landslide
- lobbyist
- majority
- mass media
- mass meeting
- nominate
- officer of election
- paper ballot
- partisan
- platform
- plurality
- politics
- Political Action Committee (PAC)
- political contribution
- political party
- polling place
- popular vote
- precinct
- reapportionment
- registrar
- registration
- referendum
- republic
- Republican
- returns
- running mate
- slate
- special interest groups
- statewide office
  - Governor
  - Lieutenant Governor
  - Attorney General
- suffrage
- ticket
- vote
- voting machine

Worksheet SHS 2

Campaign Material: Political Effectiveness and Historical Significance

Answer the following questions on a separate sheet.

1. List a least three major political issues in the platforms of those campaigns studied.
2. What events or conditions lead to or surround these issues?
3. Describe the candidate's stands on the issues in one of the campaigns studied. How were they reflected in their campaign literature?
4. Was there a great deal of difference between the presentation of issues in campaign material and in our historical perception of them?
5. In your opinion, how has campaign literature changed over the past 25 years?

STRATEGY—Voting in Virginia

Major Idea

Voting is the basic way to participate in a democratic government. However, many people do not vote—sometimes because they don't know the voting process.

In Virginia, a person is qualified to vote if he or she is a citizen of the U. S. and a resident of the state. Voters must be 18 or older by the date of the next general election. The Constitution (Article II, Section 1) requires voters to register 30 days before the election.

Under the 1902 Constitution, women could not vote and men had to pay a $1.50 poll tax six months before the election, as well as pass a literacy test. The literacy tests and poll taxes kept many blacks and poor whites from voting. Voter turnout, of course, was quite low, especially in local elections.

Learning Objectives

As a result of this strategy, the student will

1. list the qualifications for voting in Virginia;
2. identify the voter registration process in Virginia;
3. explain the pattern of elections in Virginia—electing national, state and local officials;
4. identify referendum and local option as used in Virginia;
5. explain the process used to conduct elections in Virginia; and
6. identify the duties of both the Virginia State Board of Elections and the local electoral boards.

Teaching Strategies

1. Ask students how many plan to become involved in current campaigns in the area.

   Begin this activity by posing the question "Who can tell me how someone in Virginia qualifies to vote?" The correct responses are:

   a. Citizen of the U. S.

   b. Resident of Virginia

   c. 18 years or older (by the date of the general election)

   d. Registered in Virginia at least 30 days prior to the election

2. Follow up with a discussion of the registration process in Virginia. Points to cover include:

   Registration

   To register to vote, residents must apply in person to the general registrar of the city or county in which they live or the registrar of a contiguous locality. They must provide their name, home address, date and place of birth, social security number and citizenship.

Persons in the armed forces, or those working outside the U.S., may register by absentee application. A person has to vote only once in four years to keep the registration current.

A voter does not register as a member of a political party or as an Independent, as some other states require. (Worksheets SHS 5, page 333 and SHS 6, page 334) (LO 4)

3. Explain the schedule of elections, local, state and federal. (Worksheet SHS 3, page 331)

Elections

Many people think there is always an election in progress. This is because state elections are held in alternate years from the national elections. Sometimes primary elections are held to choose the candidates for the general election. Municipal elections are held in May. (LO 3)

4. Further explain how the referendum and local option are used in Virginia. Information should include:

Virginians may also vote in a referendum. Referenda (plural) are votes in which the legislature asks the voters how they feel about particular issues. These issues may be amendments to the Constitution, or a request to borrow money by issuing bonds—the state's IOU's. Referenda usually are held on general election days. Local option is another voting opportunity, when a city or county has to decide on issues such as allowing alcoholic beverages to be served in restaurants. (LO 4)

5. Discuss the process used to conduct elections in Virginia and the role of election officials. Invite the local registrar to speak on this topic. Points covered should include:

   a. Conduct of Elections

   b. Elections Officials

Conduct of Elections

Elections are held at local precincts across the state, between 6 a.m. and 7 p.m. Most precincts in the state have voting machines, which help speed the vote counting.

Absentee ballots are available to those in the armed services, persons working outside the U.S., students away from home, persons who expect to be away from home on business or vacation on election day, and to those individuals too ill to vote at their precincts. If a voter is eligible to vote absentee he or she may do so by requesting an absentee ballot application from the registrar's office and returning the application in person or by mail. The State Board of Elections will provide "How Can I Vote in Virginia" brochures upon request. Telephone 800–552–9745 to place an order. (LO 5)

Election Officials

Elections are run by the State Board of Elections. The Board has three members who are appointed by the Governor for four-year terms. Two of the board members belong to the political party which received the most votes in the last gubernatorial election (to elect the Governor). The Board keeps a computerized record of the names of all registered voters in the state.

Each city and county has a three-member electoral board. These board members are appointed by the circuit court of the county or city to run fair elections. The electoral board appoints a general registrar, who keeps the records of individuals who are registered to vote. (LO 6)

6. Discuss who is eligible to run for public office and the role political parties play in both the selection of candidates and the campaign. (Worksheet SHS 4, page 332)

7. Encourage students' participation. Ask students to volunteer to work for a campaign currently in progress.

8. Invite the registrar to discuss her job and demonstrate the voting machines (if used in your locality) or written ballot.

   Invite an elected official to speak to the class about how he got elected.

Evaluation

Objective tests and quizzes

Teaching Aids/Resources

Virginia Election Calendar: Worksheet SHS 3
Eligibility to run for Office: Worksheet SHS 4
Voter Registration Application: Worksheet SHS 5
Application for Absentee Ballot: Worksheet SHS 6

"By the Good People of Virginia"
Local Registrar

Vocabulary

absentee ballot
compensation for expenses
election calendar
eligibility
Executive Branch
Federal government
General Assembly
government
Governor
House of Delegates
judicial branch
legislative branch
local registrar
President
Senate
separation of power
separate responsibilities
state government
Supreme Court
voting precinct

1989	1990	1991	1992	1993
MAY[1] Town Council (1 town) Vienna (2-year term)	**MAY**[1] PRIMARY FOR CITY OFFICES (If called held on the first Tuesday in March) City Council (40 cities) (terms vary-set by Charter) Town Council (183 towns) (terms vary-set by Charter) If required by Charter: (terms vary-set by Charter) City or Town Mayor Town Treasurer Town Recorder	**MAY**[1] PRIMARY FOR CITY OFFICES (If called held on the first Tuesday in March) City Council (1 city) Alexandria (3-year term) Town Council (1 town) Vienna (2-year term)	**MAY**[1] PRIMARY FOR CITY OFFICES (If called held on the first Tuesday in March) City Council (40 cities) (terms vary-set by Charter) Town Council (179 towns) (terms vary-set by Charter) If required by Charter: (terms vary-set by Charter) City or Town Mayor Town Treasurer Town Recorder (Clerk)	**MAY**[1] Town Council (1 town) Vienna (2-year term)
NOVEMBER[2] PRIMARY FOR STATE/LOCAL OFFICES (If called held on the second Tuesday in June) Governor Lieutenant Governor Attorney General (4-year term) House of Delegates (100) (2-year term) Soil and Water Directors[3] (3-year term) Cities: Constitutional Offices: (4-year term) *Commonwealth's Attorney *Sheriff Commissioner of Revenue *Treasurer Counties: (electing biennially) Boards of Supervisors (4-year term)	**NOVEMBER**[2] PRIMARY FOR FEDERAL OFFICES (If called held on the second Tuesday in June) U. S. Senator (1) (6-year term) U. S. Representative (10) (2-year term) Soil & Water Directors[3] (3-year term)	**NOVEMBER**[2] PRIMARY FOR STATE/LOCAL OFFICES (If called held on the second Tuesday in June) Virginia Senate (40) (4-year term) House of Delegates (100) (2-year term) Soil & Water Directors[3] (3-year term) Counties: Constitutional Offices: (8-year term) *Clerk of Circuit Court (4-year term) *Commonwealth's Attorney *Sheriff Commissioner of Revenue *Treasurer Boards of Supervisors (4-year term)	**NOVEMBER**[2] PRIMARY FOR FEDERAL OFFICES (If called held on the second Tuesday in June) President (4-year term) U. S. Representative (10) (2-year term) Soil & Water Directors[3] (3-year term)	**NOVEMBER**[2] PRIMARY FOR STATE/LOCAL OFFICES (If called held on the second Tuesday in June) Governor Lieutenant Governor Attorney General (4-year term) House of Delegates (100) (2-year term) Soil and Water Directors[3] (3-year term) Cities: Constitutional Offices: (4-year term) *Commonwealth's Attorney *Sheriff Commissioner of Revenue *Treasurer Counties: (electing biennially) Boards of Supervisors (4-year term)

[1] May elections are held on the first Tuesday in May.
[2] November elections are held on the first Tuesday following the first Monday in November.
[3] Soil and Water Conservation District Directors are elected each year in some counties and cities; see specific schedule for this office.
*If City shares these offices with County, then City elects at same time as County.

REV 5/17/89

Office	Age	State Residence	U.S. Citizen	Registered Voter	Term	
					Years	Number of Terms
President	35	14 yrs. in U.S.	Yes natural	Not required	4	2
U. S. Senator	30	Yes	9 yrs.	Not required	6	No Limit
U. S. Representative	25	Yes	7 yrs.	Not required	2	No Limit
Governor	30	5 years	Yes	Yes	4	1
Lt. Governor	30	1 yr.	Yes	Yes	4	No Limit
Attorney General	18	1 yr.	Yes	Yes	4	No Limit
State Senator	18	1 yr.	Yes	Yes	4	No Limit
Member, State House of Delegates	18	1 yr.	Yes	Yes	2	No Limit
Presidential Elector	18	1 yr.	Yes	Yes		
Local Elected Official	18	1 yr.	Yes	Yes	Varies	No Limit

Worksheet SHS 5

SOCIAL SECURITY NUMBER	SEX	DATE OF BIRTH Month	Day	Year

VIRGINIA VOTER
REGISTRATION APPLICATION
PLEASE TYPE OR PRINT IN CAPITAL LETTERS

FULL LEGAL NAME (ENTER MAIDEN NAME UNDER PRIOR LEGAL NAME IF NOT PART OF CURRENT LEGAL NAME)

Last Name	First Name	Middle Name	Suffix	Maiden or Any Other Prior Legal Name

ENTER HOME ADDRESS HERE

House No. and Street Name or Rural Route and Box No.	Apartment, Suite or Lot Number	City or Town in Virginia	ZIP Code	DATE MOVED TO THIS ADDRESS Month	Year

IF MAILING ADDRESS IS DIFFERENT FROM HOME ADDRESS, CHECK HERE ☐ AND ENTER ON BACK OF FORM.

PLACE OF BIRTH City or County	State or Country	AGE	CITY/COUNTY & STATE OF PREVIOUS REGISTRATION	IF NONE, CHECK HERE

Are you a citizen of the United States? ☐ Yes ☐ No		Have you ever been convicted of a felony? ☐ Yes ☐ No	Have you ever been adjudicated to be mentally incompetent? ☐ Yes ☐ No	If these disabilities have been removed give date of certificate	Month | Day | Year

REGISTRATION OATH: I do solemnly swear (or affirm) that I am a citizen of the United States, a resident of Virginia, qualified and entitled under the Constitution and laws of the Commonwealth of Virginia to register to vote and that the information given above is true and correct to the best of my knowledge. I hereby authorize the cancellation of any previous voter registration held by me.

SAMPLE

signature of applicant

Subscribed and sworn to before me this ______ day of ______ 19__

signature of registrar

REGISTRAR USE ONLY

DATE OF REGISTRATION Month	Day	Year	PCT CODE	PRECINCT NAME	TOWN CODE	DISTRICTS Cong	Sen	Hse	DENIAL IF APPLICABLE Month	Day	Year	Reason

	Last Name	First Name	Middle/Maiden Name	Suffix
SBE-01 3/89 250M				

MAILING ADDRESS (IF DIFFERENT FROM HOME ADDRESS)

Address	City or Town and State	Zip Code

REGISTRAR USE ONLY

TELEPHONE

CHANGES IN NAME

New Last Name	New First, Middle, Maiden Name and Suffix	Date Changed

OTHER CHANGES

New Information	PCT	Authorized By	Date Changed

SAMPLE

PURGED / STRICKEN / REREGISTERED

- ☐ Purged
- ☐ Deceased
- ☐ Registered Out of State
- ☐ Personal Request
- ☐ Convicted of Felony
- ☐ Adjudicated Incompetent
- ☐ Registrar Error
- ☐ Transferred Out
- ☐ Purged - No Vote
- ☐ Reregistered

Notes ______________

Date Removed ______________

Worksheet SHS 6

COMMONWEALTH OF VIRGINIA

APPLICATION FOR ABSENTEE BALLOT

By mail: — must be signed before a witness and **received** by Registrar at least **five days** before the election.

In person: — must be completed in office of, and witnessed by, Registrar at least **three days** before the election.

CERTIFICATE OF REGISTRAR
FOR OFFICE USE ONLY

Application Number ____________
Precinct ____________
Date Received ____________
☐ In person ☐ By mail ☐ Other
Applicant is registered: ☐ Yes ☐ No
____
Signature of Registrar

To the General Registrar, County/City of ____________:

I hereby make application for a ballot to cast my vote in the following election:
☐ General or Special ☐ Democratic Primary ☐ Republican Primary
to be held on ____________, 19____ for the reason checked below:

[check only one square]

I am duly registered in, and expect to be absent from, the above county or city on the day of election and I:

1A ☐ AM A STUDENT ATTENDING 1B ☐ AM THE SPOUSE OF STUDENT ATTENDING
____
Name and address of school or institution of learning [must be entered]

1C ☐ WILL BE AWAY ON BUSINESS ____________
Name of employer or business [must be entered]

1D ☐ WILL BE AWAY ON PERSONAL BUSINESS OR ON VACATION
____
Name of Virginia county or city or the state or country to which you are traveling [must be entered]

I am duly registered in the above county or city and I am:

2A ☐ UNABLE TO GO IN PERSON TO THE POLLS ON ELECTION DAY BECAUSE OF A PHYSICAL DISABILITY OR PHYSICAL ILLNESS
____
Nature of physical illness or physical disability [type of illness or disability must be entered]

3A ☐ CONFINED AWAITING TRIAL 3B ☐ CONFINED HAVING BEEN CONVICTED OF A MISDEMEANOR
____
Name and address of institution of confinement [must be entered]

4A ☐ A MEMBER OF AN ELECTORAL BOARD, A REGISTRAR, AN OFFICER OF ELECTION, OR A CUSTODIAN OF VOTING MACHINES

I expect to be absent from the above county or city and I am: [may register by mail at any time]

6A ☐ A MEMBER OF THE U.S. ARMED FORCES ON ACTIVE SERVICE OR THE U.S. MERCHANT MARINE
6B ☐ SPOUSE OR DEPENDENT OF ABOVE
____
Branch of Service Rank, Grade or Rate Service Identification Number

I expect to be absent from the above county or city and I am: [may register by mail up to 31 days prior to election]

6D ☐ REGULARLY EMPLOYED IN BUSINESS, PROFESSION, OR OCCUPATION OUTSIDE THE CONTINENTAL LIMITS OF THE UNITED STATES
6D ☐ SPOUSE OR DEPENDENT RESIDING WITH SUCH PERSON
____
Name and address of employer [must be entered]

MAIL BALLOT TO ME AT THIS ADDRESS: (COMPLETE ONLY IF BALLOTS ARE NOT AVAILABLE FOR VOTING TODAY)
____________ ZIP ____________
[**MUST BE** either address where registered or where you will be located while away from your county or city of residence **CANNOT** be sent in care of any other person.]

☐ **I WILL NEED ASSISTANCE IN THE PREPARATION OF MY BALLOT DUE TO A PHYSICAL OR EDUCATIONAL DISABILITY.**

I declare **under penalty of perjury** that, to the best of my knowledge and belief, the facts contained in this application are true and correct and that I have not and will not vote in this election at any other place in Virginia or in any other state.

WITNESSED BY:

____
Signature of Witness
____
Print full name
____
Address
City/Town ____________ ZIP ____________

SBE-228.1 REV 7/83 - 100M

Given under my hand this ________ day of ____________, 19____

____
Signature of Applicant
____
Print full name
____
[Legal Virginia resident address]
City/Town ____________ ZIP ____________
Social Security Number ____________

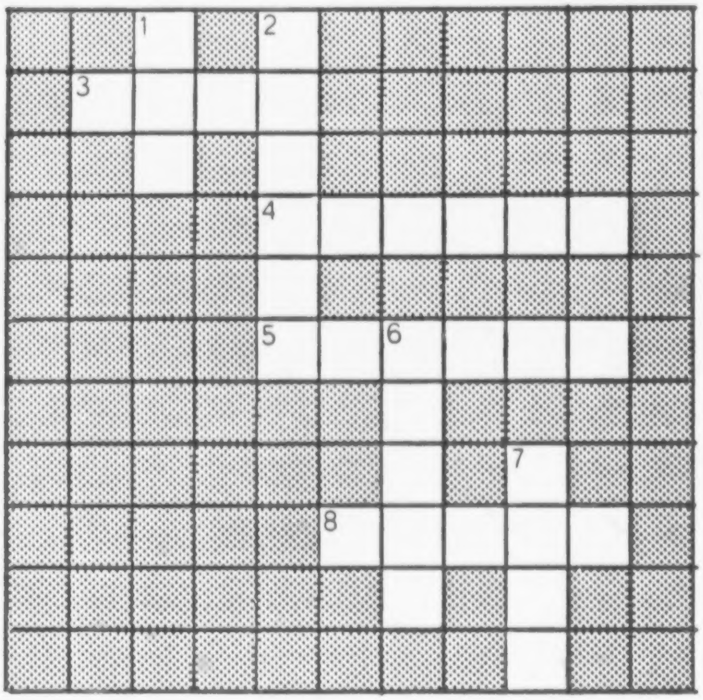
SAMPLE

VOTER EDUCATION
CROSSWORD
PUZZLES

Compliments of:

Gary Miller
Virginia Beach, VA

CROSSWORD PUZZLE



Word List

ballot
box
group
member
rights
rules
self
vote

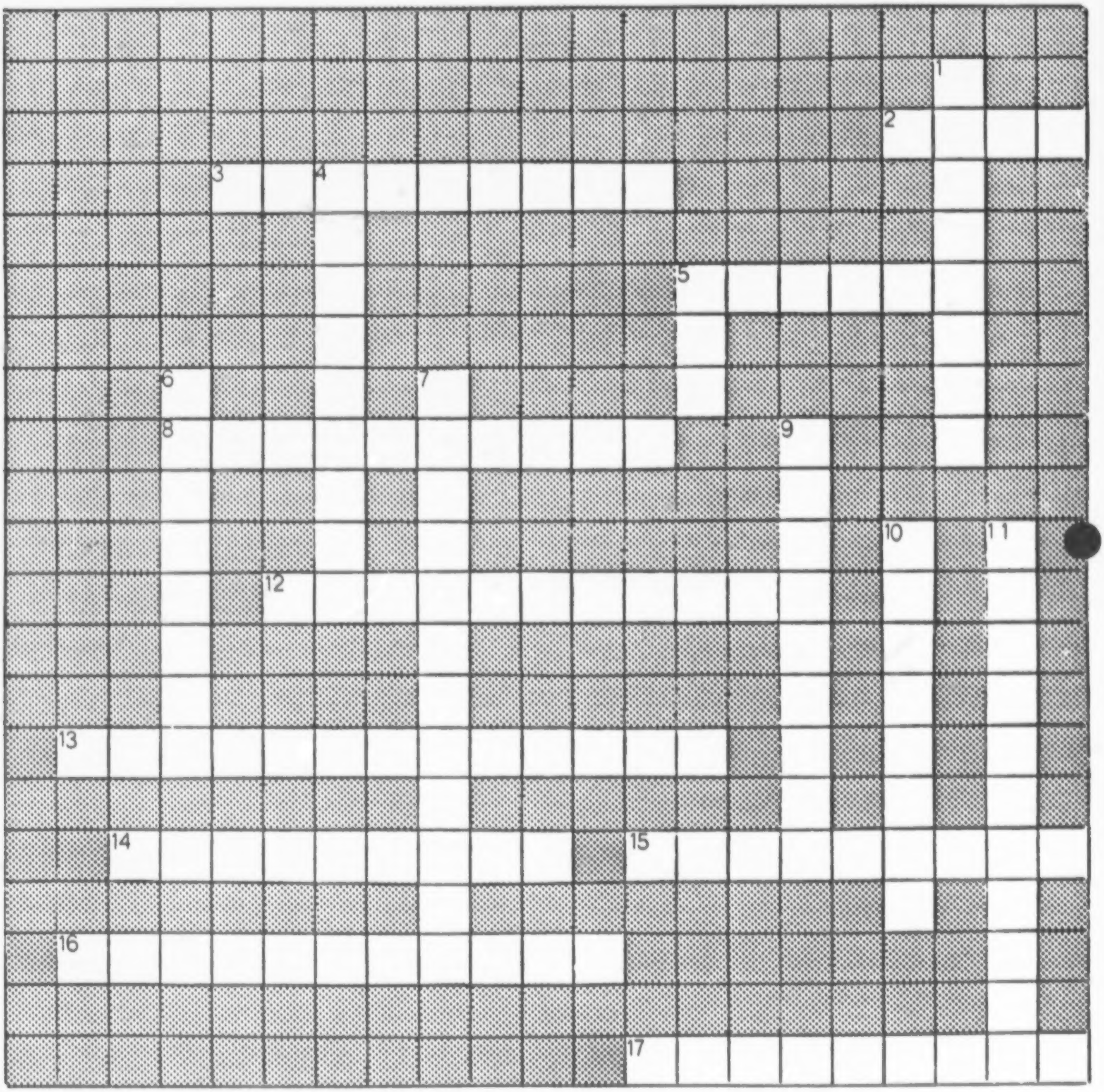
Across Clues

3. When you choose what or who you want in an election.
4. A list of people or things that members of a group can vote on.
5. Things that a member can do that the group's rules cannot take away.
8. Things that a group agrees upon, that tell the group what they can and cannot do.

Down Clues

1. A thing in which ballots are placed.
2. A person in a group.
6. A number of people that get together for some reason.
7. A person, an individual, you!

CROSSWORD PUZZLE


1
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Across Clues

2. To express one's wish or choice.
3. A government by the people.
8. Submitting a piece of legislation to a popular vote.
12. A gathering of citizens for the discussion of a public issue. (2 words)
13. A mechanical or electronic device used to record votes. (2 words)
14. An expression of opinion by a form of mass media.
15. An official recorder or keeper of the eligible voter list and voting record.
16. Governmental body that provides representative leadership for an incorporated, developed area. (2 words)
17. One who is running for office.

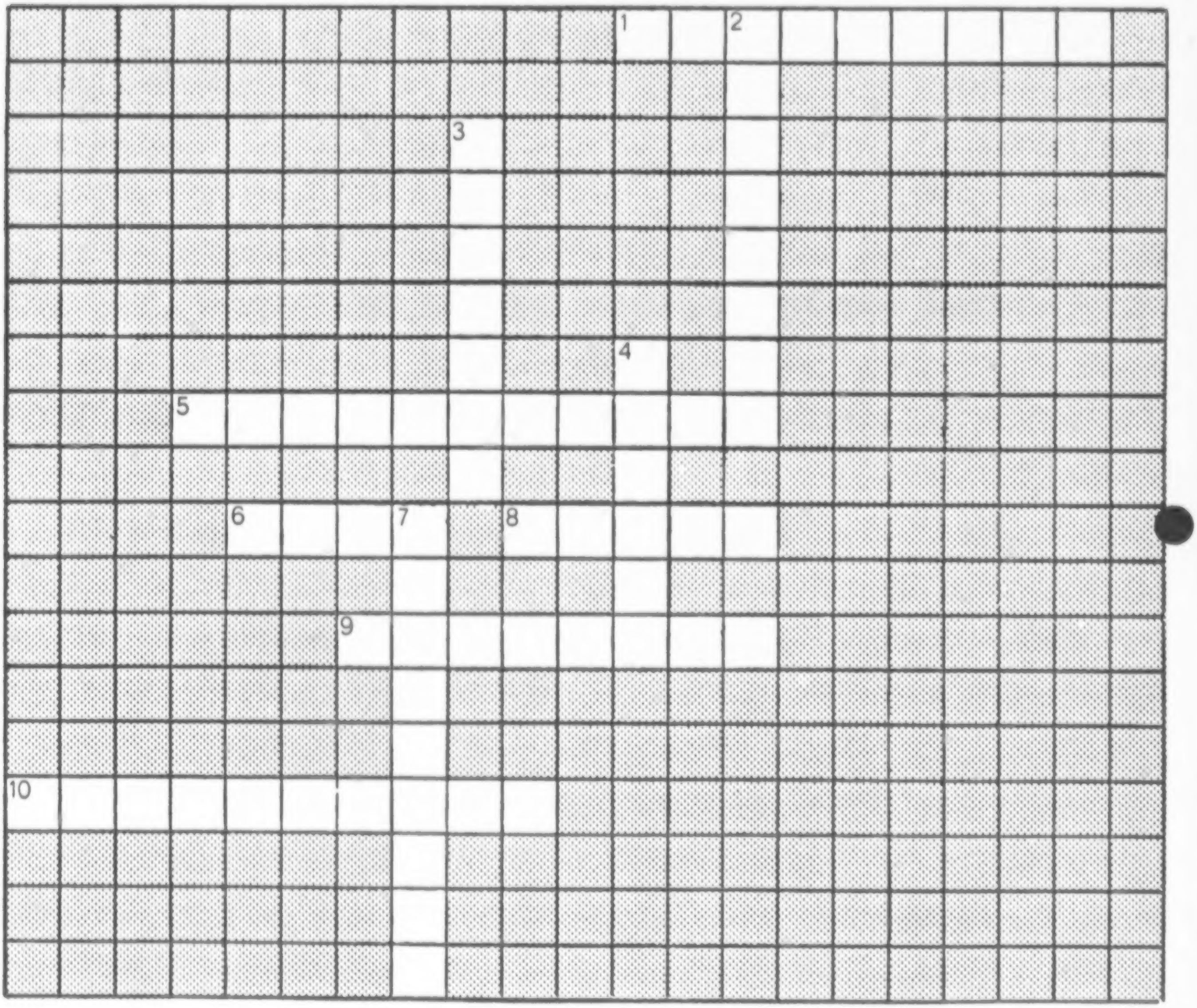
Down Clues

1. Relating to the promotion of policy in a governmental body.
4. A form of communication designed to approach the bulk of society. (2 words)
5. Abbreviation for a governmental body that provides representative leadership in a county.
6. A subdivision of a city or county often for the purpose of elections.
7. Providing proof of voting.
9. Requirements set by a governmental body for whether or not a citizen can vote.
10. Constituting more than half of the total number.
11. A printed form on which a person's vote is recorded. (2 words)

Word List

ballot
BOS
candidate
city council
democracy
editorial
eligibility
mass meeting
mass media
majority
paper ballot
politics
precinct
referendum
registrar
registration
vote
voting machine

CROSSWORD PUZZLE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Across Clues

1. One who is running for office.
5. A candidate who runs for office with another candidate from the same party. (2 words)
6. To express one's wish or choice.
8. A place where people go to vote.
9. What someone must do before they are able to vote.
10. The things a candidate does to help get elected while running for office.

Down Clues

2. A way in which a candidate is chosen to be in an election.
3. The results of an election.
4. A list of names or items that a person chooses from when he votes.
7. A way in which a candidate is chosen for office by others.

Word List

ballot
candidate
campaign
elections
nominate
polls
register
returns
running mate
vote

Answers:

Puzzle 1:

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 bm
vote
 x m
   ballot
   e
   rights
     r
     o s
    rules
     p l
       f
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Puzzle 2:

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                 p
                vote
   democracy     l
     a           i
     s      ballot
     s      o    i
  p  m r    s    c
  referendum  e  s
  e  d g      l
  c  i i      i m p
  i massmeeting a a
  n    t      i j p
  c    r      b o e
votingmachine i r r
       t      l i b
 editorial registrar
       o      t y l
citycouncil   y   l
                  o
           candidate
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Puzzle 3:

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         candidate
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      r    m
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      t    n
      u    a
      r  b t
 runningmate
      s  l
  vote polls
     l   o
    register
     c
     t
campaign
     o
     n
     s
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BIBLIOGRAPHY AND RESOURCES

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Lovitt, Thomas C. *Tactics for Teaching*, Charles E. Merrill Publishing Co., 1984.

Martorella, Peter and Cooper, James, Ed. *Classroom Teaching Skills*, 2nd edition. D. C. Heath, 1982.

McDonald, Nelson. *Methods That Teach*, 4th edition. Wm. C. Brown Co., 1978.

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Smart, Mollie S., and Russell C. Smart. *Children, Development and Relationships*. University of Rhode Island. MacMillan, 1977.

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Games Even Democrats Can't Lose and *Games Even Republicans Can't Lose;* Ivory Tower Publishing Company, Inc., 125 Walnut Street, Watertown, MA 02172

Teaching About Elections in Indiana Schools; Indiana Department of Education, Room 299, State House, Indianapolis, Indiana 46204–2798

Your Virginia State Government; League of Women Voters of Virginia, 4810 Beauregard Street, B–2, Alexandria, Virginia 22312

Voter Education Curriculum Guide; Office of Student Activities, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091

Improving Voting in Ohio Through Education (V.O.T.E.); Secretary of State, State of Ohio, 30 East Broad Street, 14th Floor, Columbus, Ohio 43215

Voter Education Manual for Secondary Schools; Secretary of State, Rhode Island Department of State, State House, Providence, Rhode Island 02903

Speak Out!; State Board of Elections, State of Illinois, 1020 South Spring Street, Springfield, Illinois 62704

Politics in America; Taft Institute for Two Party Government, 429 Lexington Avenue, New York, New York 10170

STATE BOARD OF ELECTIONS SUCCESS AS "PILOT"

In 1983, Virginia placed in a national average 47th in eligible voters and **last** in voter turnout. In an effort to respond to the problem of poor voter turnout, the State Board of Elections chose to direct its attention to the effective education of Virginia's current and future voters. As a result, between the years 1983 and 1986, voter attendance in Virginia has increased by over 500,000 raising Virginia to an **average** national placement.

OVERVIEW OF BEGINNINGS

Precursors of the State Board of Elections' voter education program include a statewide poster contest promoting the right to vote and a brochure "How Can I Vote in Virginia" which is still available for distribution throughout the State. Both programs were successful and paved the way for the State Board of Elections to successfully negotiate and initiate it's voter education program as a pilot program in Virginia's public schools.

STATE BOARD OF ELECTIONS AS RESOURCE IN VOTER EDUCATION

In its service to Virginia through this program, the State Board of Elections fulfills three roles: coordinating agent, administrative agent, and information and resource center.

> The State Board of Elections has initiated and coordinated a statewide pilot voter education program which provides voter information to Virginia teachers at all grade levels.
>
> The State Board of Elections has administered and facilitated the initial stages of this program.
>
> The State Board of Elections serves as a center for information to anyone requesting specifics on registration, voting procedures, elections and candidate qualifications.

This voter education program was first piloted in October, 1985 in the Counties of Bedford, Brunswick, Rockingham, and Stafford and the City of Newport News.

LIST OF MATERIALS AVAILABLE UPON REQUEST FROM THE STATE BOARD OF ELECTIONS

Information Bulletin for each political office to be elected that calendar year.

Election Calendar for each calendar year.

Current issue of the Virginia Election Laws.

Lists of candidates (includes name, address, party affiliation)

Official Election Results in booklet form or per district (includes candidate's name, party affiliation, total votes cast—lists can be by district or for a specific office)

Number of registered voters by town or locality.

Tally Sheets (shows number of votes case per precinct)

Virginia Congressional District Map

Virginia Senatorial District Map

Virginia House of Delegates District Map

RESOURCE LIST

Hap Palmer (records), Educational Activities, Inc., Box 392, Freeport, New York 11520

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Developing Understanding of Self and Others (DUSO), multi-media kits, American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014

Audiovisual Instructional Materials for Virginia's Public Schools, Audiovisual Services, Department of Education, P. O. Box 6Q, Richmond, Virginia 23216, (804) 225–2400

Virginia Department of Education, Director of Public Instruction and Publications, P. O. Box 6Q, Richmond, Virginia 23216, (804) 225–2023

Virginia Independence Bicentennial Commission, P. O. Box 1976, Yorktown, Virginia 23690

Virginia State Chamber of Commerce, 611 E. Franklin Street, Richmond, Virginia 23219

Virginia State Library, Director, 11th Street at Capitol Square, Richmond, Virginia 23219, (804) 786–2332

Colonial Williamsburg Foundation, P. O. Box C, Williamsburg, Virginia 23187

Jamestown-Yorktown Foundation, Drawer JF, Williamsburg, Virginia 23185, (804) 229–1607

Department of Education Program, Colonial Williamsburg Foundation, P. O. Box 627, Williamsburg, Virginia 23185, (804) 229–1000, ext. 270

Richmond Division of Tourism, 202 North Ninth Street, 5th Floor, Richmond, Virginia 23219, (804) 786–4484

"A Study Scrapbook of Virginia," Virginia State Chamber of Commerce, 611 East Franklin Street, Richmond, Virginia 23219

Documents from America's Past, Publication Sales Branch, NEPS, Office of Public Programs and Exhibits, National Archives and Records Service, Room G–6, 8th and Pennsylvania Avenue, N.W., Washington, D.C. 20408, (202) 523–3164

League of Women Voters of Virginia, 4810 Beauregard Street, B–2, Alexandria, Virginia 22312

Taft Institute for Two Party Government, 429 Lexington Avenue, New York, New York 10170

Embassy of the Union of Soviet Socialist Republics, 1125 16th Street, N.W., Washington, D.C.

Embassy of El Salvador, 2308 California Street, N.W., Washington, D.C. 20008

Embassy of Australia, 1601 Massachusetts Avenue, N.W., Washington, D.C. 20036

Embassy of Switzerland, 2900 Cathedral Avenue, N.W., Washington, D.C. 20008

Embassy of India, 2107 Massachusetts Avenue, N.W., Washington, D.C. 20008

Republican Party of Virginia, 115 East Grace Street, Richmond, Virginia 23219, (804) 780–0111

Democratic Party of Virginia, 1001 East Broad Street, Suite LL25, Richmond, Virginia 23219, (804) 644–1966

Democratic National Committee, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036

Republican National Committee, 310 First Street, S.E., Washington, D.C. 20003

Young Democrats of America, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036

Young Republican National Federation, 310 First Street, S.E., Washington, D.C. 20003

Teenage Republicans, 307 Maple Avenue West, Suite H, Vienna, Virginia 22180

Young Americans for Freedom, Route 1, Box 1002, Woodland Road, Sterling, Virginia 22170

Foreign Policy Association, 345 East 46th Street, New York, New York 10017

League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036

Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York 10016

Scripto Graphic Booklets, Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, MA 01301

Extension Division, VPI and SU, Publications, Blacksburg, Virginia 24061

Books

Dimensions for Living, Tidewater Assembly on Family Life, a Division of Health, Welfare, Recreation Planning Council, 1100 First Virginia Bank Tower, 101 St. Paul's Boulevard, Norfolk, Virginia 23510

Judicial System: Journey to Justice, Supreme Court of Virginia, 100 North Ninth Street, Richmond, Virginia 23219

Crime Resistance Strategies: TIPS, City of Charlottesville, (Grant No. 6008202755, U.S. Department of Education, National Differsion Network), Jefferson Annex—Fourth Street, N.W., Charlottesville, Virginia 23901, (804) 293–5179

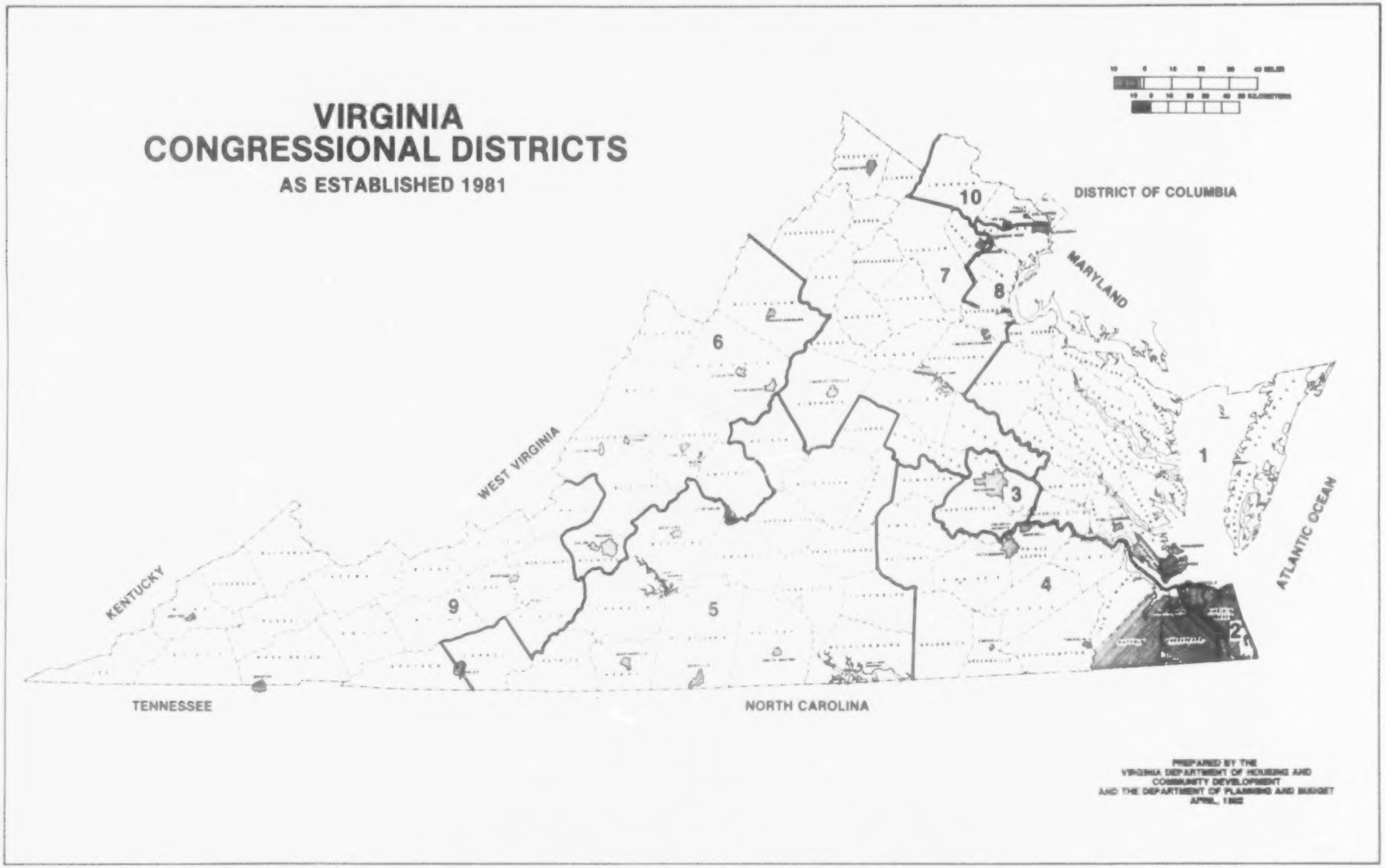
Public Affairs Handbook, Sperry and Hutchinson Company, Consumer Services, 3003 East Kemper Road, Cincinnati, Ohio 45241

Speakers

The Virginia Bar Association, through its Speakers' Bureau, has agreed to provide lawyers to speak to classes and school groups on a variety of topics covered in the Voter Education Program.

For Information, contact:

Ms. Rebecca West, Chairman
University of Virginia Health Services Foundation
Post Office Box 3883
Charlottesville, Virginia 22903
(804) 980-6120



VIRGINIA CONGRESSIONAL DISTRICTS

AS ESTABLISHED 1981

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NORTH CAROLINA
ATLANTIC OCEAN
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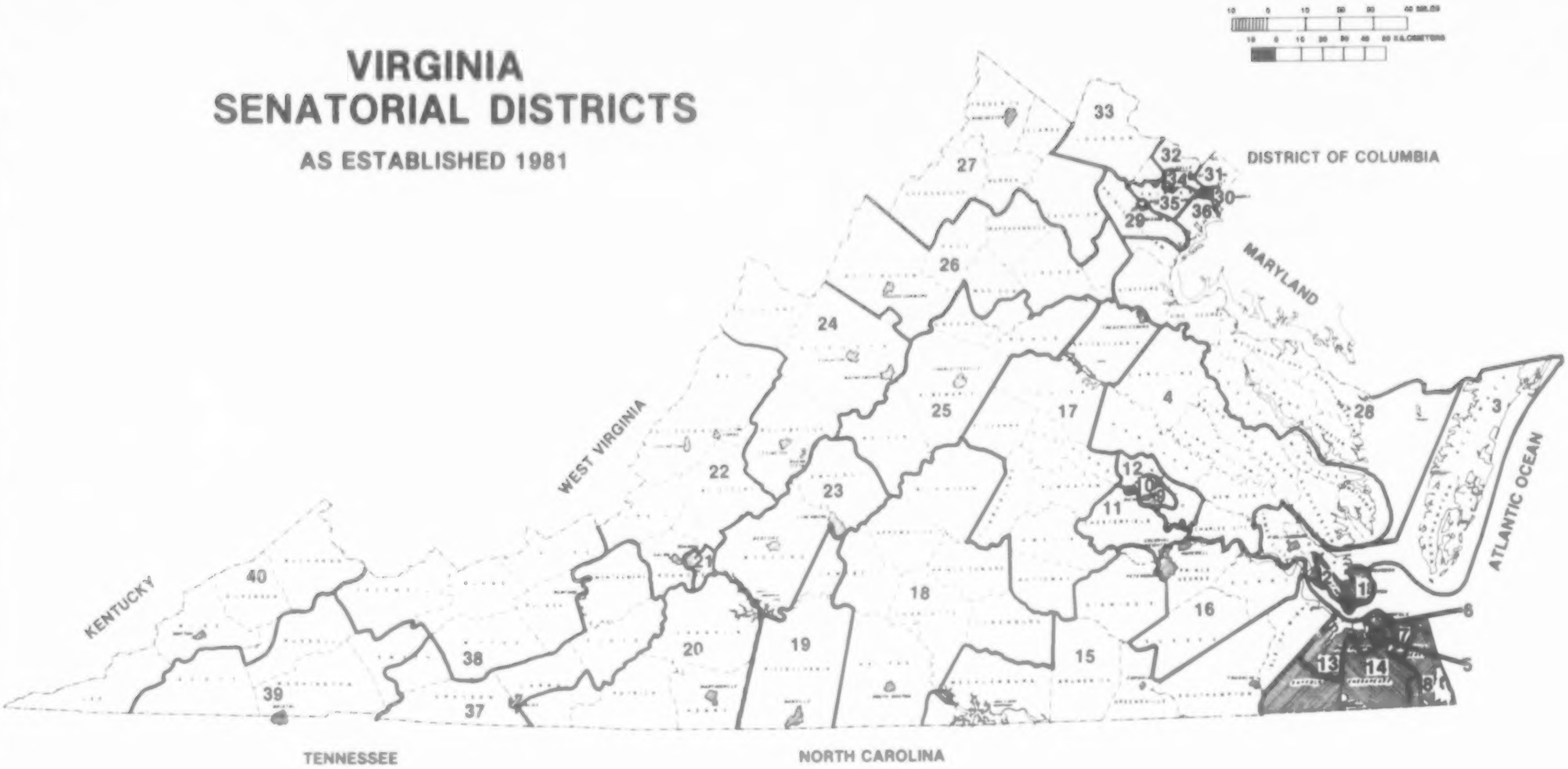
PREPARED BY THE
VIRGINIA DEPARTMENT OF HOUSING AND
COMMUNITY DEVELOPMENT
AND THE DEPARTMENT OF PLANNING AND BUDGET
APRIL, 1982

VIRGINIA
SENATORIAL DISTRICTS

AS ESTABLISHED 1981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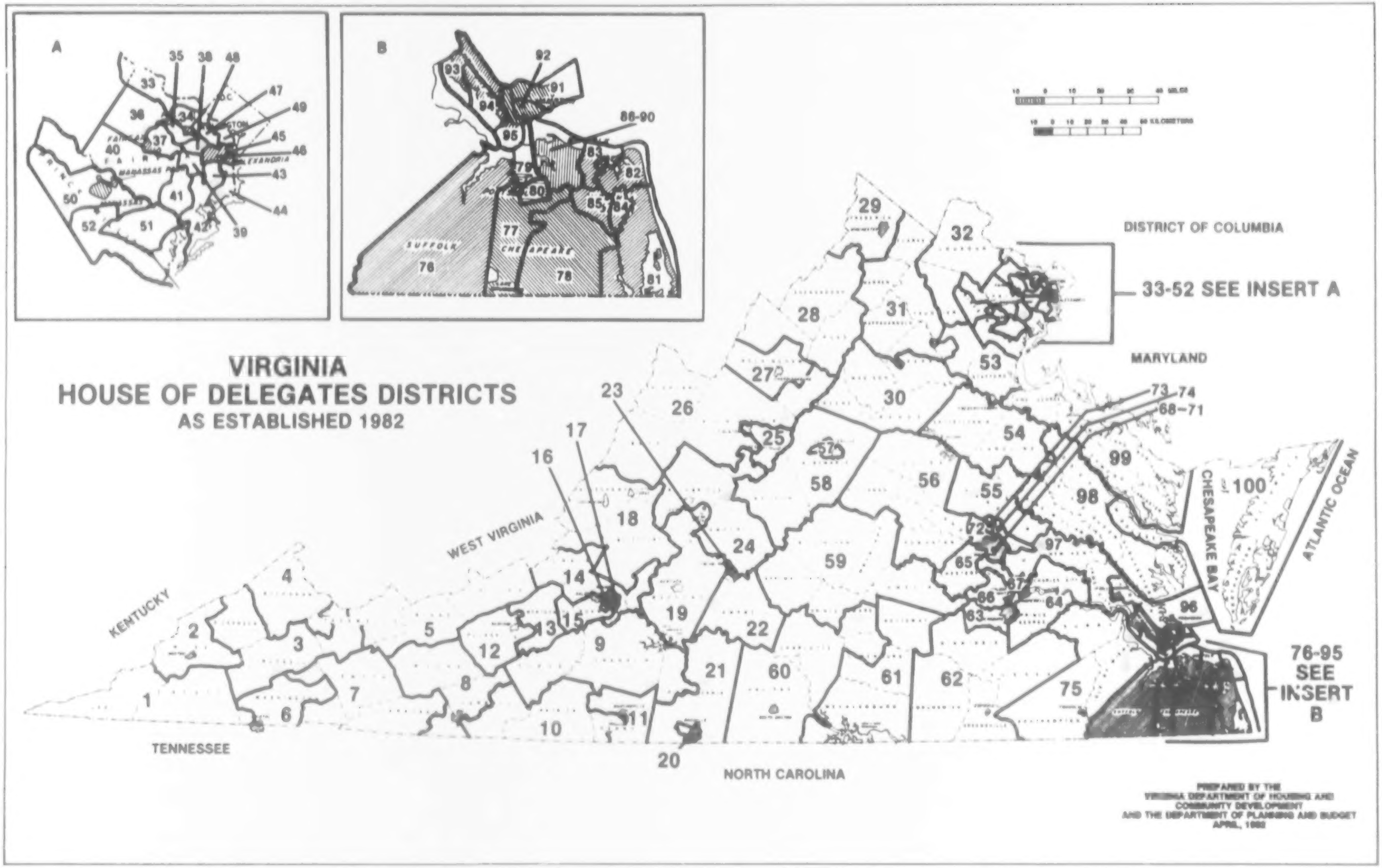
APRIL, 1982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VIRGINIA
HOUSE OF DELEGATES DISTRICTS
AS ESTABLISHED 1982

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COMMUNITY DEVELOPMENT
AND THE DEPARTMENT OF PLANNING AND BUDGET
APRIL, 1982

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LOCALITIES AND THEIR DISTRICTS

County	DISTRICTS		
	Cong.	Senate	House
Accomack	1	3	100
Albemarle	7	25	57, 58
Alleghany	6	22	18
Amelia	4	17	59
Amherst	6	23	24
Appomattox	5	18	59
Arlington	10	31, 32	47, 48, 49
Augusta	6	24	24, 25, 26
Bath	6	22	26
Bedford County	5	23	14, 19
Bland	9	38	5
Botetourt	6	22	18
Brunswick	4	15	62
Buchanan	9	40	4
Buckingham	5	18	59
Campbell	5	18, 19	22
Caroline	1	4	54, 55
Carroll	5	20, 37	8, 10
Charles City	1	4	64
Charlotte	5	18	60
Chesterfield	3, 4	11, 16	65, 66, 67
Clarke	7	27	31
Craig	9	22	14, 18
Culpeper	7	26	30, 31
Cumberland	5	17	59
Dickenson	9	40	2, 3
Dinwiddie	4	15	62, 63
Essex	1	28	98
Fairfax County	8, 10	30, 32, 33 34, 35, 36	33, 34, 35 36, 37, 38 39, 40, 41 42, 43, 44 46, 47
Fauquier	7	26, 27	31, 32, 53
Floyd	9	37	9
Fluvanna	5	17	56

County	DISTRICTS		
	Cong.	Senate	House
Franklin County	5	20	9
Frederick	7	27	29
Giles	9	38	5
Gloucester	1	4	98
Goochland	7	17	56
Grayson	9	37	7, 8
Greene	7	25	30
Greensville	4	15	62
Halifax	5	18	60
Hanover	7	4	55
Henrico	3	9, 10, 12	72, 73, 74 97
Henry	5	20	10, 11
Highland	6	24	26
Isle of Wight	4	15	75
James City	1	3	97
King and Queen	1	4	98
King George	1	28	99
King William	1	4	98
Lancaster	1	28	99
Lee	9	40	1
Loudoun	10	33	32, 33
Louisa	7	17	56
Lunenburg	5	18	60, 61
Madison	7	25, 26	30
Mathews	1	4	98
Mecklenburg	5	15	61
Middlesex	1	4	100
Montgomery	9	37	12, 13, 15
Nelson	5	25	58
New Kent	1	4	97
Northampton	1	3	100
Northumberland	1	28	99
Nottoway	4	17	61
Orange	7	25	30
Page	7	26	28
Patrick	5	20	10

County	Cong.	Senate	House
Pittsylvania	5	19	9, 20, 21
Powhatan	4	17	56
Prince Edward	5	18	59, 60
Prince George	4	16	63, 64
Prince William	7, 8	28, 29	40, 50, 51 52
Pulaski	9	38	12
Rappahannock	7	26	31
Richmond County	1	28	99
Roanoke County	6	21, 22	14, 15, 16 17
Rockbridge	6	24	19, 24
Rockingham	6	24, 26	26, 27, 28
Russell	9	39, 40	3
Scott	9	39	1
Shenandoah	7	27	28
Smyth	9	37, 39	7
Southampton	4	15	75
Spotsylvania	7	17	54
Stafford	7, 8	28	53, 99
Surry	4	16	75
Sussex	4	16	62
Tazewell	9	38	3, 4, 5
Warren	7	27	31
Washington	9	39	1, 6, 7
Westmoreland	1	28	99
Wise	9	40	2
Wythe	9	38	8
York	1	3	96
City			
Alexandria	8	30	45, 46
Bedford City	5	23	19
Bristol	9	39	6
Buena Vista	6	24	19
Charlottesville	7	25	57
Chesapeake	4	14	76, 77, 78
Clifton Forge	6	22	18

City	DISTRICTS Cong.	Senate	House
Colonial Heights	4	16	66
Covington	6	22	18
Danville	5	19	20, 21
Emporia	4	15	62
Fairfax City	10	34	37
Falls Church	10	32	34
Franklin City	4	15	75
Fredericksburg	7	17	53, 54
Galax	9	37	8
Hampton	1	1	91, 92, 95
Harrisonburg	6	26	27
Hopewell	4	16	64
Lexington	6	24	24
Lynchburg	5, 6	23	19, 22, 23
Manassas	7	29	50
Manassas Park	7	29	50
Martinsville	5	20	10, 11
Newport News	1	2, 3	93, 94, 95
Norfolk	2	5, 6	86, 87, 88 89, 90
Norton	9	40	2
Petersburg	4	16	63
Poquoson	1	1	96
Portsmouth	4	13	79, 80
Radford	9	37	12
Richmond City	3	9, 10	68, 69, 70 71
Roanoke City	6	21	16, 17
Salem	6	22	15
South Boston	5	18	60
Staunton	6	24	25
Suffolk	4	13, 14	76
Virginia Beach	2	7, 8	81, 82, 83 84, 85
Waynesboro	6	24	25
Williamsburg	1	3	96
Winchester	7	27	29

HOW CAN I VOTE IN VIRGINIA?

Registering to Vote in Virginia

Who may register to VOTE?

Any U.S. citizen who resides in Virginia and is at least 17 years old and will be 18 by the next General Election.
Is not a convicted felon or is not adjudicated mentally incompetent.

When may I register?

Year-round except:
30 days prior to a general or primary election or 13 days preceding any special election.

Where may I register?

Register in person befor a registrar of your county or city of residence or before a registrar of a contiguous county or city.

Do I need any special information to register?

You are required to furnish your full legal name, home address, date and place of birth, length of residency at home address, social security number, and any previous place of registration. This information must be given under oath.

Do I have to register by party affiliation?

No.

When do general elections take place?

General elections are held on the Tuesday following the first Monday in November and, for city and town offices, on the first Tuesday in May.

Where will I vote?

You will be told by the registrar the name of your precinct and location of its polling place. You must always vote in this precinct.

When are the polls open?

The polls open at 6:00 a.m. and close at 7:00 p.m. If you are in line when the polls close, you may vote.

What should I do if I have changed my name or my local address since the last election?

You must notify the registrar of your locality in writing or in person.

What should I do if, since registering, I have moved to another city or county within Virginia?

Request any registrar to send you a transfer by mail registration form.

Do I have to register for each election?

No. Registration is permanent, as long as you live in the jurisdiction, and do not let four years go by without voting.

If I am unable to go to the registrar's office because of a physical disability or continuing illness, how can I register?

Request from the registrar an application for homebound registration which must be signed by your physician or licensed religious practitioner. The registrar will then set up a time to come to your residence.

Who may vote absentee?

A registered voter who expects to be out of the county or city on election day, who is confined (other than a convicted felon) to a penal institution, or who is unable to go to the polls because of a physical illness or disability.

How do I apply for an absentee ballot?

Request an application for absentee ballot from any registrar's office.

When can I apply for an absentee ballot?

Absentee ballot applications can be received by mail from 10 months prior to an election up to 5 days prior to the election. In-person absentee ballots can be voted at your registrar's office as soon as the ballots are ready up until 5:00 p.m. on the third day prior to the election.

How do I vote an absentee ballot?

Follow the instructions enclosed with the ballot and return it to the Electoral Board, by mail or in person. IT MUST BE RECEIVED IN TIME TO BE DELIVERED BY THE BOARD TO THE POLLING PLACE BY 7:00 P.M. ON ELECTION DAY.

If I become hospitalized shortly before the election, how do I vote?

Any qualified voter hospitalized on or after the 5th day before an election may request from his General Registrar, at any time prior to Noon on the day before the election that an Emergency Absentee Ballot Application be delivered to him in the hospital by his designated representative, who must be at leat 18 years of age. Instructions for completion and deadline for return are provided with the application and ballot.

What is a party primary?

The Democratic and Republican parties may nominate their candidates by either a primary election or by convention or mass meeting. If the party asks for a primary election for the November election it will be held the second Tuesday in June. A primary called for the May general election will be held the first Tuesday in March.

Can anyone vote in a primary election?

Any registered voter may vote in any primary election. However, if a primary is held for both parties in the same election district, the voter must choose in which party primary he wishes to vote and may only vote in one primary.